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ABSTRACT

In the Spring of 1980, the Mississippi Department of Education asked all school superintendents and a sample of principals, teachers, and grade 12 students from 62 counties in Mississippi to complete needs assessment questionnaires and asked a state-wide sample of community members from 63 counties to respond in a telephone interview to questions or statements pertaining to the quality of instructional programs in the basic skills areas. Data indicated that: (1) while students were generally positive in their evaluations of the basic skills preparation they received, girls were more positive about verbal-related skills and boys were more positive about analytical or quantitative skills; (2) school personnel agreed concerning the relative importance of subskills in oral and written communication but differed where math skills and reading skills were involved; (3) school districts should conduct local assessments before implementing programs intended to upgrade basic skills education; and (4) community members wanted more emphasis placed on basic skills and increased utilization of community resources in local school curricula. Following the narrative portion, the report consists of copies of questionnaires and interviews, a paired-comparison of basic skills data, and names of counties included in the study. (CM)

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Basic Skills Needs in Mississippi:

A STATEWIDE ASSESSMENT

Frank M. Howell
Editor & Contributor

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BASIC SKILLS NEEDS IN MISSISSIPPI:

A State-Wide Assessment

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Basic Skills Office

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Mississippi Department of Education

F I N A L R E P O R T

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September, 1980

State-Wide Basic Skills Needs Assessment

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BASIC SKILLS NEEDS IN MISSISSIPPI:

A State-Wide Assessment

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Chapter One

BASIC SKILLS IN MISSISSIPPI SCHOOLS

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This period in education might well be remembered for the back-to-basics movement and minimum competency laws. In response to reported declining standardized test scores thoughout the 1970's, local communities have pressured school districts for a stronger emphasis on basic skills education. The eleventh annual Gallup poll of the Public's Attitude Toward the Public Schools (1979) finds that the public prefers high schools that offer fewer subjects rather than a wide variety and cite mathematics and English grammar and composition as the two most essential subjects for all students to have.

The most extreme proponents of the back-to-basics movement would see schools focusing only on subjects historically found in the school curriculum: English, mathematics, history and civics, and science. These basics skills proponents would also prefer that the traditional subjects be taught primarily through drill and recitation. In addition to curricular matters, the fundamentalists would stress quietness, order, and obedience as essential to a "basics" classroom.

On the other extreme, some educators feel that the way to teach members of the younger generation is to "get in tune" with the kids' likes and dislikes and present them with exciting course offerings. Courses such as "skits", "karate", "science fiction", and "creative

writing" were developed with this motivational feature in mind.

Somewhere in the middle, perhaps ranging to either end, are those educators and community members who feel that the back-to-basics movement is a misnomer. Schools, they feel, have never left the basics. Skills in reading, mathematics, and oral and writtten communication have been and still are being taught by schools, but perhaps by a different name and by different methods.

Community reaction to publicity on declining Scholastic Aptitude Test scores have, nevertheless, forced some schools to take action toward a more traditional curriculum. These limited efforts, though, have not greatly lessened the push for a strong education in the basics for children.

In response to public demand for more emphasis to be placed on basic skills education, Congress enacted the Basic Skills Improvemnt Act in 1978 as an amendment to the reauthorization of the Elementary and Secondary Education Act (Title II). This legislation is intended to foster and promote programs of public and private nonprofit agencies that coordinate and utilize available resources to improve instruction so that all age groups can master the basic skills of reading, mathematics, oral and written communication. The Basic Skills Improvement Act budget allows for a considerable portion of monies to be allocated to state educational agencies. The state educational agency's role includes, among other things, developing a state plan for basic skills improvement, developing ways parents can work with schools to improve their childrens' education, providing leadership to local educational agencies in the implementation of basic skills improvement programs, and providing training for those educational personnel involved with

basic skills improvement programs.

The Mississippi Department of Education, in order to fulfill these duties in an efficient and equitable manner, is appraising the breadth and depth of need in the basic skills in Mississippi by conducting a needs assessment. A needs assessment is a process through which one identifies areas which are "desired" and examines what is being "accomplished". The difference between what "should" be happening and what "is" happening establishes an area as a need. The needs isolated though this procedure can also be prioritized so that one or more needs can be identified as those needing immediate attention. Needs of immediate concern are identified by establishing those which show the greatest difference between the "desired" and "accomplished". The greater the difference between the "desired" element and the extent to which it is being "accomplished", the greater the need.

An assessment to establish educational needs and priorities in Mississippi was conducted in the Spring of 1980 to provide data to local educational agencies for program development as well as to gather information which will allow the state agency to provide effective leadership. All school superintendents and a sample of principals, teachers, and students from sixty-two counties in Mississippi were included in a request to complete needs assessment questionnaires. A state-wide sample of community members from sixty-three Mississippi counties were asked to respond in a telephone interview to questions or statements pertaining to the quality of instructional programs in the basic skills areas.* The people involved in the assessment of basic skills needs

*A needs assessment of the basic skills was conducted in twenty-two Mississippi counties in the Winter of 1980 in Northeast, Three Rivers, and the Golden Triangle Planning and Development Districts with funds

represent those groups immediately concerned with the educational process (superintendents, principals, etc.) and those who daily see the process of education reflected in their children (parents) as well as those who see the products of the educational process (business people and professionals). Each of these groups has a vital and valid interest in the quality of instructional programs in the basic skills.

A discrepancy model was used in the superintendent, principal, and teacher questionnaires whereby subskills in reading, mathematics, and oral and written communication were evaluated in terms of their desirability for students to have and the degree to which these subskills have been taught by schools. Students responded to items dealing with how well their school had prepared them to be able to do these subskills. Community members were asked to respond to a list of school subject areas by indicating whether or not the subjects are essential for all students. Those subjects viewed as essential were then evaluated in terms of whether or not schools are doing enough to prepare students in the "essential" subject area.

Data from these groups provide opinions concerning the state of basic skills education in Mississippi. With this information, a state-wide plan can be devised which will focus efforts on the areas of highest priority. These data will also enable local educational agencies to develop instructional improvement programs in the areas identified as weaknesses. An overview of the significant findings of this needs assessment is given below. An in-depth analysis of each of these points follows in Chapter Three.

(cont.) appropriated by the Appalachian Regional Commission. Since needs in these three areas have been assessed, the Mississippi Department of Education conducted an assessment of the remaining counties with the exception of the community survey which was drawn from a state-wide sample (see Appendix F).

STUDENTS...

- o are generally positive with the skills they have been taught
- o feel better prepared in some areas than others
- o from "small" schools (less than 250 enrolled) are not as satisfied with their basic skills instruction as those attending larger schools

COMMUNITY MEMBERS...

- o feel that needs exist in mathematics, reading, and English
- o with children in school do not feel that schools are doing enough to prepare students in the subject areas they consider essential
- o feel that schools are not entirely to blame for students who cannot read or write well
- o believe that the school curriculum should offer a variety of subjects in addition to the "basic" areas
- o would be interested in programs/courses developed for adults which would improve their basic skills and help them deal more effectively with their children
- o are interested in helping their schools through volunteer work
- o believe that reading is in the most need of improvement of all the basic skills

TEACHERS, PRINCIPALS, AND SUPERINTENDENTS...

- o differ somewhat in their percentages of which subskill areas are in most need of improvement but agree that each basic skill area has components that need improvement
- o believe the greatest need in the area of teaching strategies exists in developing techniques for motivating students
- o agree that reading is the basic skill most in need of improvement

Mississippi Educational Profile

Mississippi schools are diverse and serve many different needs. To give a comprehensive educational profile of Mississippi is beyond

the scope of this report. However, the brief overview presented in this section may lend the reader a contextual understanding of the specific findings in Chapter Three. The documents prepared by the Mississippi Department of Education (see References) give a more detailed look at Mississippi schools.

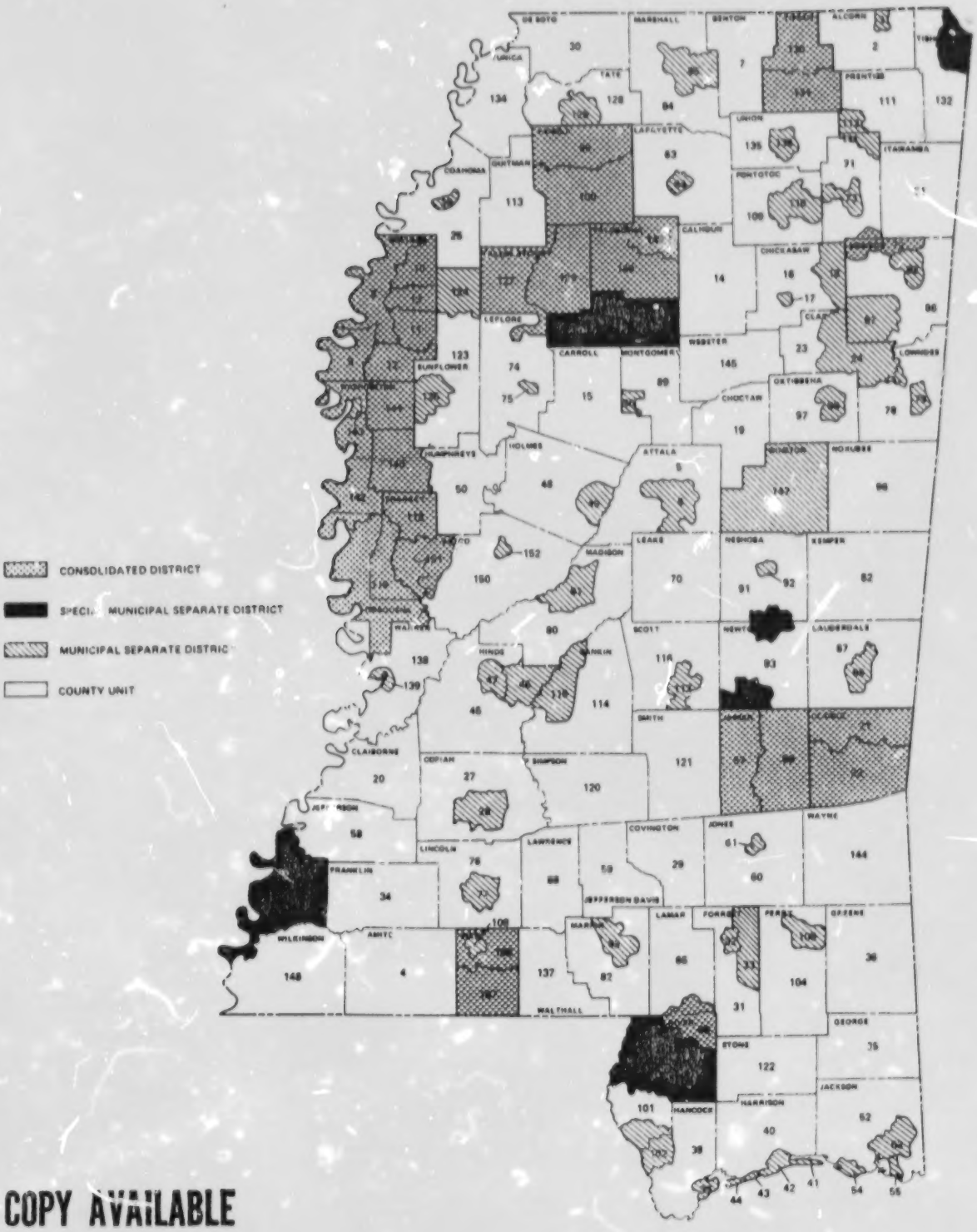
Mississippi has one hundred fifty-two (152) public school districts which are comprised of four basic types. A map showing the location and types of districts is presented as Figure 1.1. The two largest types of systems in terms of number and student enrollment are the "separate-municipal" and the "county" units. There are a smaller number of consolidated and line-consolidated districts and there are also a few "special separate-municipal" districts. Each of these district types has a different legal status concerning territory, selection of superintendents, selection and operation of school boards, and taxing/millage procedures. The public school enrollment based on Fall, 1977 figures shows nearly one-half million students enrolled in elementary and secondary schools in these Mississippi school districts (see Table 1.1.).

Mississippi schools are financed jointly by local and state funds (Minimum Foundation Program). In addition to this Minimum Foundation Program, fiscal support is provided through two other sources: local tax revenue and federal support in special need areas. Figure 1.2 presents the percentages of revenue receipts. The state accounts for more than one-half of the total receipts while nearly equal amounts of federal and local monies provide the balance.

According to the latest available figures, the median years of schooling completed by Mississippians twenty-five years old and above

Figure 1.1

PUBLIC SCHOOL DISTRICTS, 1977–1978



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SOURCE: Mississippi State Department of Education, Division of Administration and Finance, unpublished data, 1978.

Table 1.1

ENROLLMENT AND AVERAGE DAILY ATTENDANCE
PUBLIC SCHOOL 1978-79

Grade	Fall 1977 Enrollment	Cumulative* Enrollment	Average Daily Membership	Average Daily Attendance
Kindergarten & Pre-kindergarten	2,274	2,626	2,281	
Elementary Special Education**	5,001	6,347	5,167	4,650
1	42,030	48,213	42,191	39,971
2	41,131	46,046	41,212	39,325
3	41,299	46,143	41,661	39,840
4	40,466	44,730	40,489	38,735
5	39,568	43,662	39,584	37,826
6	39,440	43,078	39,394	37,582
Ungraded Elementary	981	1,323	1,150	1,056
Total Elementary	252,190	282,168	253,129	238,985
7	44,108	47,727	43,648	41,290
8	43,786	47,035	43,108	40,785
9	44,455	47,497	43,274	40,766
10	41,221	43,562	39,919	37,517
11	34,423	36,198	33,460	31,438
12	30,476	31,392	29,614	27,938
Ungraded Secondary	767	1,774	1,205	1,071
Secondary Special Education**	2,284	2,267	1,870	1,644
Total Secondary	241,520	257,442	236,098	222,449
GRAND TOTAL	493,710	539,610	489,227	461,434

*Cumulative enrollment includes all pupils enrolled at some time during the year.

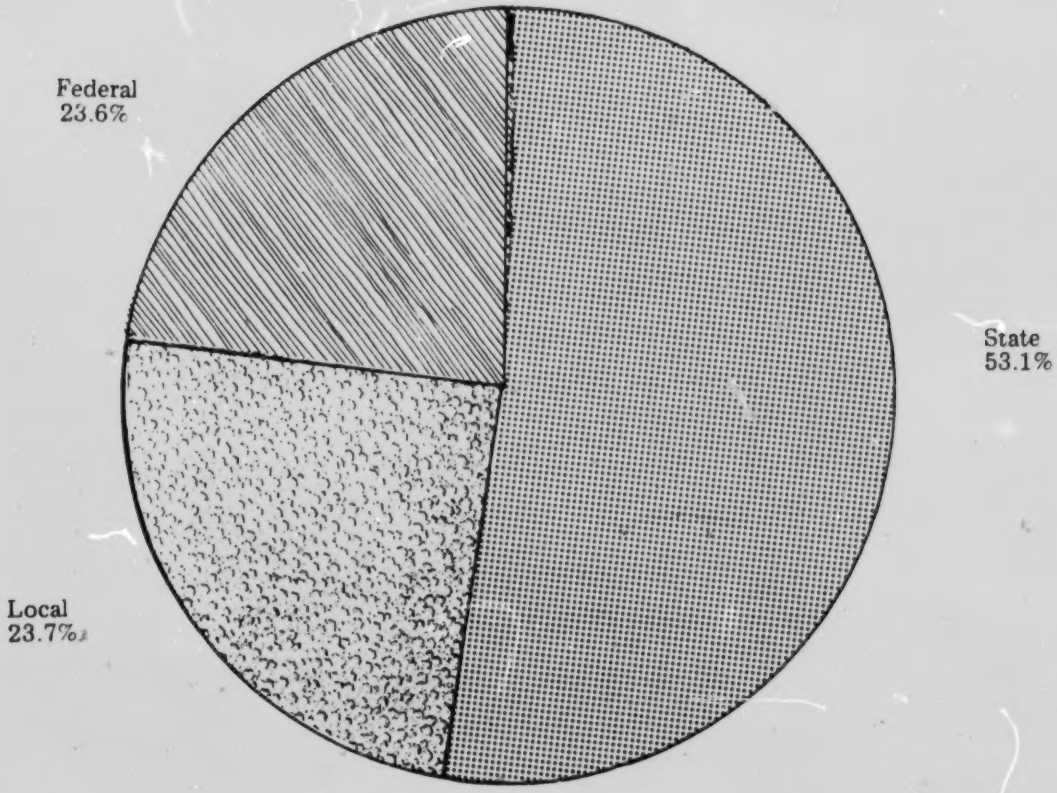
**Self-contained

Source: Mississippi Department of Education, 1978-79 Statistical Data, p. 9.

Figure 1.2

REVENUE RECEIPTS FOR CURRENT EXPENSES

1978-79



Includes: State Department of Education Administration
School Food Service
Bond and Interest Fund Receipts

Source: Mississippi Department of Education, 1978-79 Statistical Data, (Jackson, MS: Mississippi Department of Education, 1979), p. 35.

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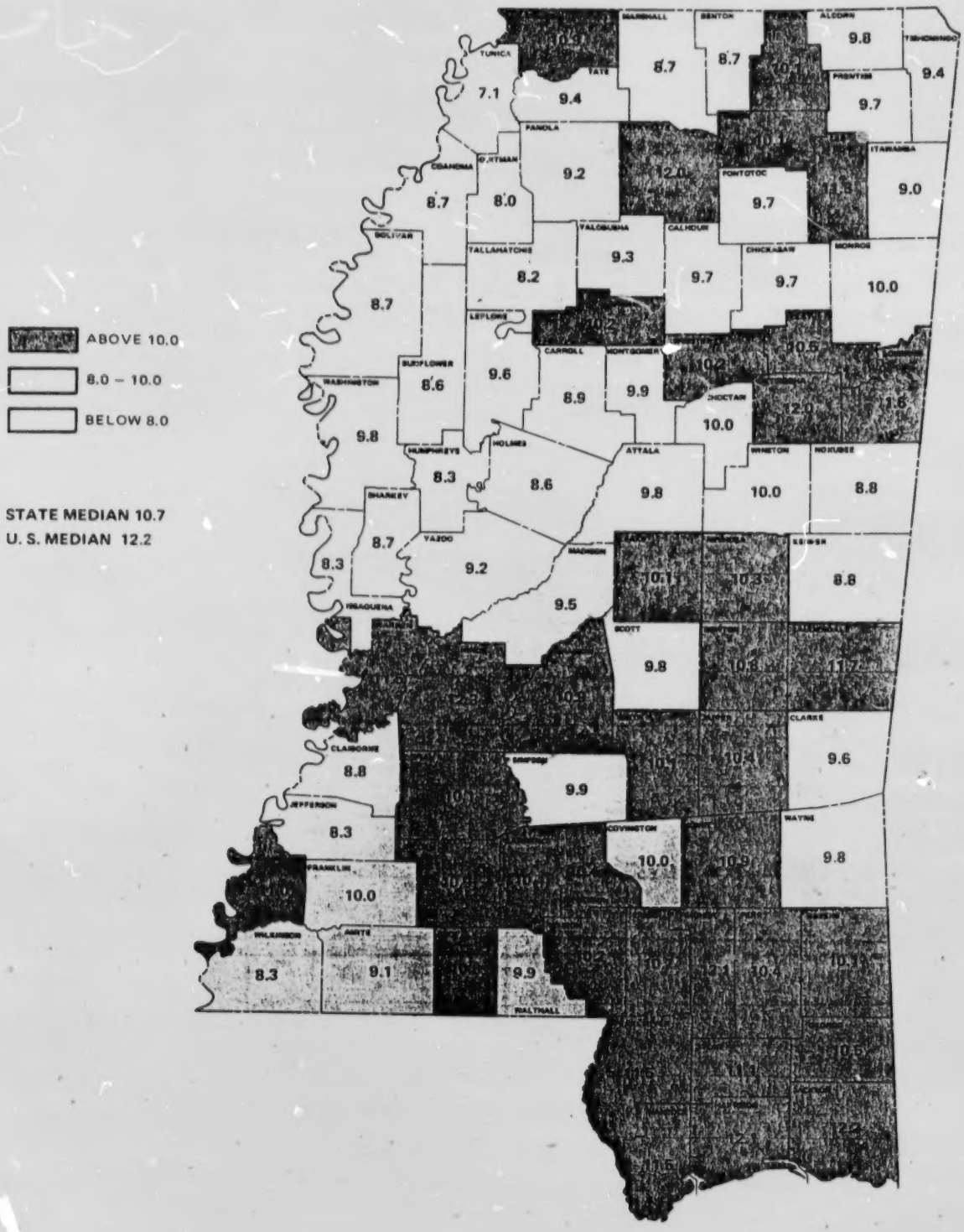
is 10.7 years. This figure is one and one-half years below the national median. Eighteen Mississippi counties have a median school years completed below 9.0 years and one of those counties falls below 8.0 years (see Figure 1.3).

Achievement scores for Mississippi school children on the California Achievement Test in reading, mathematics, and language skills are found in Table 1.2. The scores are presented as scale scores to allow for educational growth over several years with minimal distortion and also enable one to evaluate whether or not students are maintaining or surpassing achievement levels of nationally-normed group (see Tiegs and Clark, 1974: 45-6). A significant difference between the obtained score and the anticipated score is noted by the symbols "-," "+", "0", and "NONE". A minus sign indicates the mean achievement was lower than expected, a plus symbol indicates the mean achievement was greater than anticipated, zero and "NONE" indicate achievement as expected.

Fourth-grade students appear to be achieving in lines of the anticipated scores or better with the exception in the subtest area of mathematical concepts. In fifth grade, the students have fallen below anticipated scores in five of the seven subtest areas (computation and language mechanics remain strong). Sixth grade students fall below anticipated scores in all subtest areas except language mechanics and eighth graders have problem areas in reading vocabulary, mathematical concepts, and spelling. When these scores are converted to percentile scores in order to compare the achievement of Mississippi school children with the national group, the data show fifth and sixth grade students making remarkable gains over the previous year's scores.

Figure 1.3

MEDIAN SCHOOL YEARS COMPLETED BY PERSONS AGE 25 AND OVER, 1970



SOURCE: U. S. Bureau of the Census, Census of Population, 1970, *General Social and Economic Characteristics, Mississippi*, Final Report PC(1)–C26 (Washington: U. S. Government Printing Office, February, 1972), pp. 143–144.

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Table 1.2

MISSISSIPPI
MEAN ACHIEVEMENT SCORES

Test Date - April 1979		ACHIEVEMENT SUBTESTS READ VOCAB	READ COMPR	MATH COMPU	MATH CONC	LANG MECH	LANG USAGE	SPELL
	N=34,292							
Grade	Obtained Score	394	420	374	384	428	432	419
4	Anticipated Score	392	421	363	387	411	429	413
	Significant Diff.	+	None	+	-	+	-	+
	N=35,688							
Grade	Obtained Score	420	445	413	413	462	454	445
5	Anticipated Score	423	450	407	417	441	456	448
	Significant Diff.	-	-	+	-	+	-	-
	N=31,807							
Grade	Obtained Score	448	474	449	442	495	480	472
6	Anticipated Score	456	479	454	448	475	488	477
	Significant Diff.	-	-	-	-	+	-	-
	N=37,109							
Grade	Obtained Score	483	504	502	495	536	526	508
8	Anticipated Score	495	505	502	498	507	520	512
	Significant Diff.	-	None	None	-	+	+	-

Significant Difference for a Three Year Period

	ACHIEVEMENT SUBTESTS READ VOCAB	READ COMPR	MATH COMPU	MATH CONC	LANG MECH	LANG USAGE	SPELL
Grade 4, 1977	-	-	0	-	+	0	-
Grade 5, 1978	-	-	0	-	+	-	-
Grade 6, 1979	-	-	-	-	+	-	-

Source: Mississippi Department of Education, Pupil Achievement in Mississippi Schools, 1978-79, (Jackson, MS: Mississippi Department of Education, 1979), p. 172.

Fourth-grade students gained in reading comprehension, math computation, and spelling. Eighth-graders remained approximately the same, compared with the previous year's scores. But, at every grade level in all subtest areas, Mississippi students fell below the fifty-fifth percentile in mean achievement.

The Mississippi Educational Assessment Program (Pouncey, 1979) summarizes a longitudinal student assessment with the following:

- the test performance of Mississippi students improved in the 1970's
- the basic skills achievement level of Mississippi students is below the achievement level of students in the national sampling
- the basic skills achievement of Mississippi students is more similar to national norms at the lower grade levels
- student performance in mathematics has improved significantly during the past two years
- basic skills achievement in reading, mathematics, and language, as well as performance on the academic aptitude test, has improved during the past two years
- the percentage of Mississippi students who perform similar to the lowest 10 percent of students nation-wide has declined during the decade of the 1970's
- high ability students in Mississippi do not achieve as highly as anticipated
- student performance on basic skills test is highly correlated to home factors of family income and education
- students who are in more highly structured instructional programs are more likely to achieve at anticipated achievement levels

As these points indicate, there has been significant improvement in Mississippi student achievement in the basic sills over the past several years; however, the state educational assessment data indicates there is also much left to be done.

The back-to-basics movement and its resulting emphasis on improved basic skills education is complex. Many factors influencing this movement lie beneath the surface. Ben Brodinsky, in the Phi Delta Kappa Fastback "Defining the Basics of American Education" (1977), states:

> Emergence of the back-to-basics movement is evidence that education is in a crisis of policy. Educational policy, fashioned by a partnership of professional and lay people, may set the schools on a proper course for at least the next decade or two.
>
> Especially needed is educational policy to guide:
> - a redefinition of goals for the schools, and
> - a reexamination of the curriculum and the schools' programs for student social and personal development.
>
> Many expect such policy to come from "above" - in high level pronouncements from government, foundations, national associations, and the writers of books. But there are other sources of policy components.
>
> A good place to start is the local school district - the place where the buck stops.

This document and the data herein are intended to provide the local school district with the information needed to redefine goals and re-examine the curriculum where basic skills education is concerned.

Chapter Two

NEEDS ASSESSMENT METHODOLOGY AND DATA COLLECTION

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All survey data analyzed in this report were provided to the principal investigator by the Mississippi State Department of Education (referred to as SDE). This chapter simply reports a summary of the SDE data collection procedures, directed by Dorthey K. Moore - Basic Skills Coordinator, gives details on the instrumentation used in the various surveys and their administration, and discusses some potential limitations to the data obtained and analyzed.

OVERVIEW

Several groups having a vital interest in education were surveyed to provide a variety of views, opinions and beliefs about the quality of educational instruction in reading, mathematics, oral and written communication. Students in grade 12 were asked to evaluate their learning experiences on specific tasks from basic skills areas. Superintendents, principals and teachers responded to items which asked to what extent a particular skill was desirable of students in their schools and to what extent it has been accomplished in their schools. In addition, these groups of educators were asked to express their interest in staff development topics relating to reading, mathematics, oral and written communication. The four basic skills areas (reading, mathe-

matics, speaking, and writing) were also prioritized.

In addition to people involved with schools on a daily basis, community members were canvassed concerning curriculum areas considered to be essential and the assessment of the preparedness of students within these areas. Their basic skills priorities were also determined. Community members were also asked whether or not they would be interested in participating in programs which focus around existing school programs.

The total population of school superintendents in sixty-two (62) Mississippi counties were included in the surveys, as well as samples of school principals, teachers, grade 12 students, and community members. Treated in detail below, the samples used in four of the five surveys approximate random samples of their respective populations. School personnel were given self-administered questionnaires while students completed their instruments in group settings under the supervision of a school administrator or teacher. Community members were contacted by telephone after random selection from a standard telephone directory.

A caveat that we note here is that although we refer generically to "Mississippi" school personnel, students, and community members, the data collection design strictly pertains to only sixty-two (62) of Mississippi's eighty-two (82) counties. This restriction was implemented by SDE to avoid the duplication of efforts since similar basic skills needs assessments were performed in the Spring of 1980 in the three omitted regions of the state (e.g., Howell, 1980).

SAMPLE DESIGN

The state-wide basic skills needs assessment (SDE/BSNA) reported on this document is based on social survey data obtained from five groups of individuals, each having a slightly different relation to Mississippi public schools and education. This section provides details on the sample design and actual data collection for each of these five surveys. All data were collected by SDE Basic Skills staff members during April-June, 1980 and delivered to the principal investigator for data processing and analysis.

Superintendents

Since there were only 128 school system superintendents in the sixty-two counties included in the SDE/BSNA, it was decided to include all such personnel in the study (see Table 2.1). Thus, the superintendents data, unlike any of the other four data sets, are considered a population instead of only a "sample" of individuals. A consequence of this fact is that in the analysis chapter that follows, no "statistical significance" per se can be attributed to the superintendents information because there is no sampling variability in the numerical estimates. However, the fact that superintendents may hypothetically endorse some particular position much more than do either teachers or principals should not be misconstrued as not being substantively "significant". A further note on the is group of superintendents is that not all of them returned their questionnaires (shown in Appendix A). Ninety-nine (99) of 128, or 77.3 percent, of the superintendents actually responded to the survey which subtly limits what can be accurately re-

Table 2.1 Population and Sample Summaries for Five Needs Assessment Surveys

Survey	Population N	Selected Sample n*	Actual Sample[a] n	Response Rate %
Superintendents	128	128[b]	99	77.3%
Principals	904	80	63	78.8%
Teachers	12,604[d]	2,273	1,670	73.5%
Students	24,897[d]	2,843	2,843	100.0%
Community	415,000[c]	333	245	73.6%

[a]"Actual" sample refers to the total number of usable instruments obtained by SDE staff

[b]A 100% sample, or complete population, was utilized

[c]Estimated by Metro-Media, Inc. (as per Carpenter, 1980)

[d]Estimated by SDE staff

ported about this administrative group of educators' opinions of basic skills needs in Mississippi. This error in practical terms, however, would seem to be small.

Principals

Using SDE records, a ten-percent systematic sample of all school principals in the 62 Mississippi study counties was drawn. The computer printout used in the systematic selection procedure was organized alphabetically by school district, and alphabetically by school name within each district. Thus, given such uneven numbers of schools within each school district, there does not appear to be any obvious problems of "periodicity" in the sampling frame list (see Sudman, 1976; Cochran, 1977). Roughly, such systematic samples are frequently thought of as proxies for simple random samples of the same dimensions.

Of the population size of 904, 80 were originally selected and mailed a copy of the Principal Questionnaire (see Appendix A). A total of 63, or 78.8 percent, returned their instruments after a two-month period which constitutes the sample under analysis here.

Teachers

The Teacher Survey sampling design was similar to that of the Principals Survey except for some slight modifications. Within each school district, a 50:50 proportional allocation was made by school type (i.e., elementary vs. secondary). In each district, a ten-percent sample size allotment (5% each for elementary and secondary) was made based on an enumeration of all teachers in the district. In the event that this method resulted in less than 10 teachers allocated to a given school

district, then ten teachers were taken. Again, this resulted in a minimum of 5 elementary and 5 secondary teachers per district. To choose the actual schools within each district, every fifth school was selected from an alphabetized listing of all schools in the district, separately for elementary and secondary schools. At this point, school principals were mailed Teacher Questionnaires (see Appendix A) by SDE staff and instructed to "randomly" select the corresponding number of teachers on the school faculty to receive and complete the instrument, resulting in a selected sample size of 2,273 teachers. These were subsequently sent via return mail to the Mississippi Department of Education after completion; a total of 1,670 (or 73.5%) were received.

Students

A multistage cluster sample of high school seniors enrolled in twelfth-grade English classes served as the basis for sampling Mississippi public school students. Using an alphabetized list of school districts, with alphabetization by school name within each district, every fourth high school was selected in the first stage. The principal of each chosen high school was, by prior arrangement with SDE staff, sent Student Questionnaires (see Appendix B) and instructed to have the first twelfth-grade English class scheduled in the normal school day to complete the forms. (Senior English is a universally-required subject in Mississippi Public Schools). In the event that more than one section of this class was assigned during this initial class period, the class which appeared first on the principal's class schedule was selected. All students in this selected class were included in the sample. No attempt was made to administer questionnaires to class ab-

sentees, resulting in a sample size of 2,843 students. In conclusion, the student sample narrowly represented a two-stage cluster sample of those students enrolled and present in senior-year English classes which were chosen for inclusion in this study and who completed usable questionnaires.

Community

The sampling design and selection for the Community Telephone Survey was performed under a contract between SDE and Metro-Media, Inc. At the outset, SDE personnel desired a sample size of about 1,000 community members. Subsequent fiscal, personnel, and time constraints, however, made this size sample an impossibility. Thus, the original sample of 1,000 community members was reduced to one-third this size (or 333) by selecting every third listing from this larger random list.

Using a master sampling frame comprised of an estimated 415,000 residential (non-commerical) subscribers listed in public telephone directories generally covering the 62 study counties, this frame was restricted to one listing per household. All telephone directories were relatively current, with every one being of a March, 1979 date or later. Metro-Media, Inc. estimates that this frame covers about 77 percent of the residential households (Carpenter, 1980). Using this sample of 333 household telephone listings, the community survey was implemented by SDE personnel in June, 1980. A highly-experienced survey researcher served as a consultant in the training of telephone interviewers for the Community Telephone Interview (see Appendix C). After two weeks of initial contacts and call-backs, a total of 245 community members, or 73.6 percent, had been interviewed. This serves

as the community sample.

INSTRUMENTS

Source and Design

The instrumentation for these five surveys was adapted from the recent Golden Triangle Basic Skills Needs Assessment (GT/BSNA; see Howell, 1980). After reviewing this similar study covering an eight-county area in the North-Central region of Mississippi, SDE personnel decided that with a few minor modifications, the "wholesaling" of these previously implemented instruments would lend both validity and comparability to the state-wide effort. Additionally, as Howell (1980) reported, no comparable set of instruments appear to be widely available.

The modifications to the GT/BSNA instruments can be briefly summarized as follows: (1) items pertaining to health care needs were deleted; (2) items referencing sex education were omitted; (3) adult education items were added to the community instruments; and (4) some minor categorical coding schemes were modified.

The original development of the instruments can best be conveyed by this quote from Howell (1980: 11-12).

"For the development of the instruments, it was desired that standards for subskills or tasks for each basic skill area could be found which, with minimal adaptation, could be used as the basis for item construction. A comprehensive, but not exhaustive, list of subskills in reading, mathematics, speaking and writing was preferred to avoid 're-inventing the wheel'. However, no such listings were found upon which respected specialists in the field would agree. A 'piecemeal'

approach was then employed to locate skills criteria which could be combined and adapted for each major area (the student and teacher questionnaires were ones which needed the most specific curricular information).

In the area of mathematics, the National Council of Supervisors of Mathematics Position Paper on Basic Mathematical Skills was easily adapted to fit the present questionnaire format. The Standards for Effective Oral Communications Programs developed by the American Speech-Language-Hearing Association and the Speech-Communication Association was helpful in preparing items which would provide information on oral communication. The written communication items were developed with the aid of the National Council of Teachers of English Standards for Basic Skills Writing Programs. Reading-related items were developed through the modification of the International Reading Association's Guidelines for the Professional Preparation of Reading Teachers and Right to Read's Reading Program Assessment Scale.

The community questionnaire has as its core a section which lists school subjects to which the public could respond whether or not each subject is perceived to be essential and whether or not schools are thought to be doing enought to prepare students in each subject area. This particular item is an adaptation of an item used in the annual Phi Delta Kappa/Gallup poll on education which regularly appears in the Kappan. A variation of this item appears again in the community questionnaire and focuses on health-related subject areas.

In addition to the sources mentioned, several items used on instruments in the 1977 RESA Needs Assessment were adapted for use.

Curriculum specialists on the RESA staff reviewed and recommended changes of the instruments."

LIMITATIONS

The principle limitations to the SDE/BSNA are indigenous to most large-scale survey research: not quite enough time, personnel, and money. Unfortunately, these constraints are seldom ones that researchers can do very much about in the midst of a study. However, the more pertinent reservations one should have regarding the findings we report in this document are linked to the sampling frame, response rate, and questionnaire administration. While there is no evidence to indicate serious problems in these matters, they are limitations circumscribing this needs assessment.

Each surveyed population has limitations which need to be considered within the context of data analysis.

All samples (including the superintendents 'total population') are potentially deficient due to a less than 100% resonse rate (see Table 2.1). We cannot say whether those individuals who did not respond are identical to those who did, although this is the typical and usually unwise assumption (see Hawkins, 1975). One could speculate that school personnel---superintendents, principals, and teachers---would be more likely to be nonrespondents if the level of basic skills in their school(s) were inordinately low. Correspondingly, students deficient in oral and written communication skills may have viewed the request to complete a written questionnaire in a classroom setting as simply another "situation for school failure" (as in tests and exams),

and did not respond. Also, absentees on the day of data collection are another problem area of sample coverage.

In the community telephone survey, two limitations are important. One is that of coverage of households; those with non-listed telephone numbers tend to be different from those with listed numbers in several important demographic respects (Glasser and Metzger, 1972; Brunner and Brunner, 1977). It is not known to what respect that the population of Mississippi households is represented by a sampling frame of listed telephone numbers.* The second is related to the overriding problem of cost; the sample size drawn for the survey (n = 333) is smaller than would be ideal. This means that the accuracy of the estimates in Chapter Three pertaining to the Community Survey is less than what would be ordinarily desired under more optimal conditions.

The only survey in which the conditions of instrument implementation (i.e., data "collection") was controlled by the SDE staff is the Community Survey. While some of the following criticisms do apply to this mode of data collection (see Colombotos, 1965; Groves and Kahn, 1979), the other methods of data collection do possess certain limitations. The most serious is the saliency of the survey topic and the "self-interest" principle. School personnel, being under social pressure from role-performance criteria and the societal issue of student academic performance, are logical candidates for a "yea-saying" bias towards agreement with evaluative items regarding the performance of

*In 1973, about 77% of all Mississippi households had telephones (U.S. Bureau of the Census, 1975.)

students under their domain. In addition, students may have espcially felt it necessary to respond to school programs in a positive manner (i.e., the "social desirability" effect). Even in the community survey, community members may have responded in a mass media-influenced and stereotypic image of the schools and their contemporary problems with basic skills education rather than on the basis of personal knowledge about local schools.

In conclusion, both the problems concerning sample coverage and nonresponse as well as these "methods" effects are questions to seriously consider when contemplating the further use of data provided in this report.

Chapter Three

MISSISSIPPI BASIC SKILLS NEEDS: A STATE-WIDE VIEW

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The general questions guiding this research were to obtain some idea of how several key groups of people in Mississippi felt about educational issues such as the following:

- How essential are curricular subjects currently taught in schools?
- How do "basic skills" subjects rate with respect to more esoteric course offerings in terms of their "essentialness"?
- How well are local schools currently providing basic skills education?
- Within the basic skills, are some skills more important than others?
- To what extent are selected local school resources being utilized by the community and what is the level of public interest for further participating in schools programs?
- What are the inservice training needs of local school personnel?
- Does the information about these general questions tend to vary by other characteristics of the individuals queried---such as sex, size of school, experience, etc.?

The analytical strategy adopted to examine these and other questions of interest in this needs assessment consists primarily of frequencies and percentage responses to direct questions of a given topic. So that the relationship of these simple responses to other factors

may be examined, most of these items were crosstabulated by several "control" variables, such as sex of the respondent, experience, etc. Other statistical procedures are utilized in this chapter---various ranking procedures, discrepancy scores, and paired-comparisons of basic skills areas---and are discussed as their results are presented.

For clarity, the findings are organized as follows. The surveys for students, community members, and school personnel are presented separately and in that sequence. Since the instruments for teachers (T), principals, (P), and superintendents (S) are identical, their respective results are discussed in a single section (and are referred to as the T/P/S surveys). Copies of these three instruments can be found in Appendixes A - C.

Students

Students were asked a series of questions designed to get their subjective evaluation of how well the schools they have attended prepared them to perform a sampling of specific basic skill-oriented tasks. These 27 evaluative items were scaled "very well", "adequately", "not well", and "not sure" (see Appendix B). The general trends are presented first, followed by an examination of potentially different student evaluations by sex and school size.

The student sample consists of 2,843 high school seniors hailing from fifty-six counties in the state. Slightly more were female (1,408 or 50%) than male (1,057 or 37%) although a number of students did not indicate their gender (378 or 13%). Most of these seniors also attend a larger school (67% indicate over 500 pupils). We note, however, that these are student estimates of school enrollment.

Table 3.1.1 shows the overall percentage responses for each basic skill item. Although one must be cognizant of a potential "yea-saying" bias (see Chapter Two), these students appear generally positive about the degree to which schools have prepared them to perform the specific skills in question. However, there are several skills which garnered more negative judgments than others. (These are based on less than 30% responding "very well" to an item.) These included:

- o Give a speech
- o Read out loud with expression
- o Participate in a conversation with people you don't know
- o Read a road map
- o Read graphs, charts, and tables
- o Compute sales tax in your head

In contrast, there were three skill items to which the students responded very positively (that is, more than 70% responding "very well"). These were:

- o Use a dictionary
- o Add and subtract
- o Multiply and divide

Thus Mississippi public high school seniors seem to evaluate school preparation in the skills that they would appear to be most likely to use in daily classroom-type activities---using a dictionary and basic arithmetic---very highly. Correspondingly, their assessment of preparation in those skills more frequently utilized in other (non-school) social areas---figuring sales tax, obtaining needed informa-

tion from charts or maps, and positive self-presentation skills--- is somewhat less adequate.

Some of these specific evaluations are distinctly different by sex (see Table 3.1.2). A few of these patterns follow almost stereotypical sex-role attributions about male-female differences in basic skills. However, the important point to remember is that the stimulus question instructed the student to evaluate how well his/her school had prepared him/her in each of these skill areas. (This does not determine a student's actual skills or abilities but it also is not known how one's "self-concept" of basic skills might affect their evaluation of school preparation). For instance, girls tend to be more positive in their evaluations of how well schools have prepared them to: write a business or personal letter, use a dictionary or read a textbook (all reading or written communication skills). On the other hand, boys feel more positive about school preparation to: read a road map, graph, chart, or table and mentally compute sales tax (all analytical or quantitative skills). In overall terms, girls are predominately more positive about their general evaluations of school preparedness in 24 of the 27 specific skill areas.

Additional evaluative distinctions are evident when crosstabulated by the enrollment size of the student's school (shown in Table 3.1.3). In general, the evaluations are fairly uniform in that seniors from smaller schools (less than 250 students) feel that they have had less preparation that those from larger schools. A couple of perhaps significant exceptions to this trend, however, can be found in those skill areas that lend themselves to "smallness." These include: giving

Table 3.1.1

PERCENTAGE OF STUDENTS RESPONDING VERY WELL, ADEQUATELY, NOT WELL, NOT SURE TO EACH ITEM ON BASIC SKILLS SECTION OF STUDENT QUESTIONNAIRE

How well do you feel your school or the schools you have attended have prepared you to be able to do the following things?

Item	% RESPONDING			
	Very Well	Adequately	Not Well	Not Sure
1. Fill out a job or driver's license application or other forms	48.5	38.9	8.8	3.8
2. Write a business letter	35.0	49.6	12.1	3.4
3. Write a personal letter	48.1	43.9	5.9	2.0
4. Introduce one person to another	44.9	35.5	15.9	3.7
5. Make a long distance telephone call	44.6	24.2	22.6	8.6
6. Give a speech	27.0	40.9	25.6	6.5
7. Make a report	42.3	46.5	9.4	1.8
8. Read out loud with expression	29.5	41.1	24.7	4.7
9. Participate in a group discussion to find a solution to a problem	31.6	42.6	20.1	5.8
10. Participate in a conversation with people you don't know	23.0	38.9	29.3	8.8
11. Use the telephone directory to find a number	54.8	21.9	15.9	7.4
12. Use a dictionary	75.4	21.6	2.5	.5

Table 3.1.1 (continued)

How well do you feel your school or the schools you have attended have prepared you to be able to do the following things?

Item	% RESPONDING			
	Very Well	Adequately	Not Well	Not Sure
13. Read a road map	26.0	30.9	33.1	10.1
14. Read graphs, charts, tables	26.9	42.6	23.0	7.4
15. Read and follow directions	58.4	37.6	3.2	.7
16. Read your textbooks	54.9	38.0	6.1	1.1
17. Read a newspaper	52.2	34.4	10.2	3.2
18. Figure out words you don't know	32.3	47.9	16.3	3.5
19. Enjoy reading as a pastime	30.9	33.3	29.4	6.3
20. Find information you need to solve a problem	32.1	51.5	13.0	3.4
21. Make correct change	51.2	36.5	8.4	3.8
22. Use a calculator	48.3	30.8	16.7	4.2
23. Add 3 or 4 numbers in your head	45.9	39.6	12.1	2.4
24. Estimate the answer to a math problem	32.8	45.3	17.9	4.1
25. Compute sales tax in your head	22.5	34.7	34.4	8.4
26. Add and subtract	84.1	14.8	.7	.5
27. Multiply and divide	78.9	18.8	1.8	.5

Table 3.1.2

PERCENTAGE OF MALE AND FEMALE STUDENTS RESPONDING VERY WELL, ADEQUATELY, NOT WELL, NOT SURE TO EACH ITEM ON BASIC SKILLS SECTION OF STUDENT QUESTIONNAIRE

How well do you feel your school or the schools you have attended have prepared you to be able to do the following things?

Item	% RESPONDING							
	Very Well		Adequately		Not Well		Not Sure	
	M	F	M	F	M	F	M	F
1. Fill out a job or driver's license application or other forms	48.0	49.2	40.0	37.1	8.1	9.9	3.9	3.7
2. Write a letter	27.5	40.1	51.7	47.9	16.4	9.4	4.4	2.6
3. Write a personal letter	40.9	53.9	49.4	39.2	7.7	5.0	2.0	1.9
4. Introduce one person to another	40.1	47.9	35.6	35.9	18.9	13.7	5.4	2.6
5. Make a long distance telephone call	41.2	46.8	24.3	24.0	25.2	20.6	9.3	8.6
6. Give a speech	25.3	28.5	40.2	41.3	26.3	24.8	8.3	5.4
7. Make a report	39.0	44.1	47.9	45.8	11.1	8.3	2.0	1.8
8. Read out loud with expression	27.4	31.2	40.6	41.4	27.0	22.4	4.9	4.9
9. Participate in a group discussion to find a solution to a problem	31.0	32.4	41.2	43.4	21.9	18.7	5.9	5.6
10. Participate in a conversation with people you don't know	21.7	24.5	37.9	39.7	30.6	28.1	9.9	7.8
11. Use the telephone directory to find a number	52.1	56.8	22.7	20.8	18.0	14.9	7.2	7.5

Table 3.1.2 (continued)

How well do you feel your school or the schools you have attended have prepared you to be able to do the following things?

Item	% RESPONDING							
	Very Well		Adequately		Not Well		Not Sure	
	M	F	M	F	M	F	M	F
12. Use a dictionary	69.3	80.0	26.6	17.6	3.4	1.9	.7	.4
13. Read a road map	35.3	20.2	27.2	32.4	29.6	36.2	8.0	11.2
14. Read graphs, charts, tables	31.9	24.3	42.7	42.0	18.0	26.3	7.4	7.4
15. Read and follow directions	54.1	61.7	41.0	35.3	4.0	2.6	.9	.5
16. Read your textbooks	48.4	60.8	42.5	33.6	7.6	4.9	1.5	.6
17. Read a newspaper	46.5	55.8	38.1	31.7	11.7	9.6	3.7	2.8
18. Figure out words you don't know	28.7	35.4	48.7	46.9	18.1	14.8	4.5	2.9
19. Enjoy reading as a pastime	20.8	39.4	32.3	34.7	39.0	21.3	7.9	4.6
20. Find information you need to solve a problem	30.1	34.6	54.2	48.3	40.1	59.9	3.4	3.3
21. Make correct change	46.6	55.1	39.6	33.4	9.2	8.3	4.5	3.3
22. Use a calculator	45.7	50.7	31.1	30.9	18.6	15.3	4.7	3.1
23. Add 3 or 4 numbers in your head	46.4	45.9	40.5	38.9	10.8	12.8	2.3	2.4
24. Estimate the answer to a math problem	36.5	29.8	45.4	44.8	15.0	20.1	3.1	5.4
25. Compute sales tax in your head	25.0	19.7	34.2	35.1	33.3	36.0	7.5	9.2
26. Add and subtract	83.4	85.1	14.8	14.2	1.3	.4	.5	.4
27. Multiply and divide	78.4	79.9	18.6	18.4	2.6	1.1	.5	.6

Table 3.1.3

PERCENTAGE OF STUDENTS BY SCHOOL SIZE RESPONDING VERY WELL, ADEQUATELY, NOT WELL, NOT SURE TO EACH ITEM ON BASIC SKILLS SECTION OF STUDENT QUESTIONNAIRE

How well do you feel your school or the schools you have attended have prepared you to be able to do the following things?

Item	% RESPONDING					
	Very Well			Adequately		
	<250	250-500	>500	<250	250-500	>500
1. Fill out a job or driver's license application or other forms	39.1	49.0	49.2	42.4	39.9	38.7
2. Write a letter	30.1	41.0	34.1	54.8	47.4	49.9
3. Write a personal letter	45.2	51.3	48.0	46.2	41.4	44.2
4. Introduce one person to another	33.3	48.8	44.1	48.4	33.1	36.0
5. Make a long distance telephone call	37.6	47.3	44.2	34.4	24.0	23.4
6. Give a speech	25.8	27.3	27.5	40.9	41.0	40.8
7. Make a report	32.6	43.2	43.5	52.2	45.5	46.0
8. Read out loud with expression	19.6	31.4	29.6	39.1	41.0	41.5
9. Participate in a group discussion to find a solution to a problem	29.0	28.2	32.9	47.3	43.0	42.8
10. Participate in a conversation with people you don't know	18.3	22.2	23.8	43.0	36.5	39.9
11. Use the telephone directory to find a number	43.0	54.4	55.5	25.8	20.9	22.1
12. Use a dictionary	57.0	78.1	75.7	34.4	19.0	21.6

Table 3.1.3 (continued)

How well do you feel your school or the schools you have attended have prepared you to be able to do the following things?

Item	% RESPONDING					
	Very Well			Adequately		
	<250	250-500	>500	<250	250-500	>500
13. Read a road map	23.9	23.3	27.9	38.0	29.9	30.3
14. Read graphs, charts, tables	21.5	23.0	29.1	49.5	41.5	42.5
15. Read and follow directions	41.9	58.8	60.0	50.5	37.2	36.4
16. Read your textbooks	48.4	57.3	55.1	44.1	36.7	37.4
17. Read a newspaper	47.3	52.5	53.2	38.7	34.8	33.5
18. Figure out words you don't know	28.0	32.6	32.9	49.5	45.9	48.8
19. Enjoy reading as a pastime	31.2	32.0	30.9	29.0	34.2	33.4
20. Find information you need to solve a problem	23.9	34.0	32.4	60.9	50.9	50.9
21. Make correct change	49.5	53.5	50.9	34.4	36.5	36.4
22. Use a calculator	48.9	48.2	48.7	34.8	31.4	30.1
23. Add 3 or 4 numbers in your head	34.8	46.5	46.6	45.7	39.0	39.2
24. Estimate the answer to a math problem	20.4	30.7	34.4	51.6	46.4	44.5
25. Compute sales tax in your head	22.8	20.2	23.6	31.5	34.5	34.8
26. Add and subtract	68.8	85.9	84.8	31.2	12.5	14.2
27. Multiply and divide	64.1	80.2	79.9	30.4	16.6	18.2

Table 3.1.3 (continued)

PERCENTAGE OF STUDENTS BY SCHOOL SIZE RESPONDING VERY WELL, ADEQUATELY, NOT WELL, NOT SURE TO EACH ITEM ON BASIC SKILLS SECTION OF STUDENT QUESTIONNAIRE

How well do you feel your school or the schools you have attended have prepared you to be able to do the following things?

Item	% RESPONDING					
	Not Well			Not Sure		
	<250	250-500	>500	<250	250-500	>500
1. Fill out a job or driver's license application or other forms	12.0	8.1	8.6	6.5	3.0	3.5
2. Write a letter	11.8	7.9	13.2	3.2	3.7	2.8
3. Write a personal letter	6.5	4.7	6.2	2.2	2.6	1.6
4. Introduce one person to another	15.1	13.6	16.4	3.2	4.4	3.5
5. Make a long distance telephone call	22.6	21.6	23.0	5.4	7.1	9.4
6. Give a speech	30.1	25.9	25.1	3.2	5.8	6.6
7. Make a report	12.0	9.0	8.9	3.3	2.3	1.5
8. Read out loud with expression	38.0	23.0	24.2	3.3	4.5	4.7
9. Participate in a group discussion to find a solution to a problem	20.4	21.4	19.3	3.2	7.4	4.9
10. Participate in a conversation with people you don't know	26.9	31.4	28.4	11.8	9.9	7.9
11. Use the telephone directory to find a number	21.5	18.1	14.8	9.7	6.6	7.5
12. Use a dictionary	8.6	2.6	2.0	.0	.3	.7

Table 3.1.3 (continued)

How well do you feel your school or the schools you have attended have prepared you to be able to do the following things?

Item	% RESPONDING					
	Not Well			Not Sure		
	< 250	250-500	> 500	< 250	250-500	> 500
13. Read a road map	27.2	35.1	32.5	10.9	11.7	9.3
14. Read graphs, charts, tables	20.4	26.2	22.1	8.6	9.3	6.3
15. Read and follow directions	5.4	3.2	2.9	2.2	.8	.6
16. Read your textbooks	6.5	4.9	6.5	1.1	1.1	1.1
17. Read a newspaper	8.6	10.7	9.9	5.4	2.1	3.5
18. Figure out words you don't know	19.4	17.1	15.5	3.2	4.4	2.8
19. Enjoy reading as a pastime	32.3	28.0	29.7	7.5	5.9	6.0
20. Find information you need to solve a problem	8.7	12.1	13.6	6.5	3.0	3.2
21. Make correct change	11.8	7.0	8.7	4.3	3.0	3.9
22. Use a calculator	14.1	16.5	17.0	2.2	3.9	4.3
23. Add 3 or 4 numbers in your head	17.4	11.9	12.0	2.2	2.6	2.2
24. Estimate the answer to a math problem	23.7	17.0	17.8	4.3	5.9	3.3
25. Compute sales tax in your head	40.2	35.7	33.8	5.4	9.6	7.8
26. Add and subtract	.0	.8	.7	.0	.8	.3
27. Multiply and divide	4.3	2.6	1.4	1.1	.5	.5

a speech, participating in a group discussion, and conversing with someone with whom one is not familiar. Although beyond the confines of the present data, these subjective evaluations may reflect some of the virtues of "small" schools (see Sher, 1976). Alternately, the overall trend may be attributable to students in smaller schools not being exposed to as broad a range of activities which contribute to basic skills preparation as those students in larger schools.

Community

The structure of the community interview consists of two major sections, plus a few miscellaneous questions on various aspects of local schools (see Appendix C).

Part I of the interview contains fourteen school subject areas (e.g., mathematics, etc.) on which the respondents were asked to evaluate whether or not the particular subject is "essential" or "not essential" for students' education. After completing the evaluation of these fourteen subjects, the list was repeated only for those which had been rated "essential." This second evaluation was judged as to whether or not schools are doing "enough" or "not enough" to prepare students in those areas. These questions gain insight into the public's perception of the effectiveness of basic skills training in local schools as well as their rating of the importance of "basic" vs. more "esoteric" curricular subjects. The remainder of Part I is a series of items which determines the relative priority of one basic skills area over another. Note that this procedure only compares each basic skill area against the other three areas, resulting in six pairs of comparisons (i.e., "paired comparisons"; see Edwards, 1957). Since these basic skills paired-comparisons are repeated in the T/P/S surveys, the basic

skill priority results will be discusssed in a separate section.

Part II consists of questions about the community member's interest in programs/classes in local schools and opinions of local schools and services. These items obtain further information about the general public's perception of local schools and suggest the potential feasibility for adult education programs.

The basic skills subjects---Reading, English Grammar and Composition, and Mathematics---are clearly and dominately considered to be essential for students' education by the public in Mississippi (see Table 3.2.1). In each of these three subjects, about 98% of these Mississippians said that they are "essential" subjects. While some of the other subjects are also considered important, none of them are rated quite as highly as these three. Table 3.2.1 shows the rankings of all fourteen of these items in terms of their relative "essentialness". In addition, the ratings of how well schools are perceived to prepare students in these separate areas are also consistent in this regard. That is, the "need" areas are indicated by the relative dissatisfaction of local community members (i.e., ranks of "need" are based on the percentage regarding schools doing "not enough"). This ranking list corresponds highly with that pertaining to subject "essentialness".

One might wonder about these rather simple evaluative items, since all community members do not have children in school or live in the same school district and thus have the same school facilities and resources. It could easily be speculated that adults with and without children currently in school would evaluate differently both the importance of specific school subjects and their local school's

Table 3.2.1

RANKING OF ITEMS 9-24 ON THE COMMUNITY SURVEY

Importance	Need
1. Mathematics	1. Reading
2. Reading	2. Mathematics
3. English	3. English
4. Civics	4. Art
5. Science	5. Foreign Language
6. History	6. Health
7. Health	7. History
8. Geography	8. Music
9. Speech	9. Speech
10. Drug Education	10. Drug Education
11. Physical Education	11. Science
12. Music	12. Geography
13. Art	13. Civics
14. Foreign Language	14. Physical Education

level of performance in preparing students in those particular areas. The same could be projected for those living in county and city (separate-municipal) school districts; By and large, however, the data indicate these hypotheses not to be true.

Tables 3.2.2 and 3.2.3 show the cross-classification of each of the fourteen subject areas by presence of children for, respectively, importance and school performance. The proportions of "essential" responses are quite similar on all but two subjects. These are physical education and foreign language, both of which were rated less essential by those who have children in school. When asked whether the schools had done enough in the "essential" areas, the two groups responded in much the same manner with the exceptions of history, geography, and physical education. Those with children in school felt more strongly that not enough was being done by the schools.

Tables 3.2.4 and 3.2.5 tabulate these responses by the school district-type in which the community member lives. The proportions in both tables for these two groups are basically the same.

It is a hotly debated issue whether "family" or "school" has a single, or even a dominate, causal effect on academic achievements (e.g., Jencks and associates, 1972, 1979). As far as the present data are concerned, public opinion is overwhelmingly in favor of a combination of "poor instruction in school" and "influences outside the school" as determinants of students' speaking and writing skills (60% choose "both" when given an opportunity to choose either singly). When broken-down by four "control" variables--presence of school-enrolled children (Table 3.2.6), district-type (Table 3.2.7), sex (Table 3.2.8), and grade-level (Table 3.2.9)---the modal response of multi-

Table 3.2.2

Percentage of Community Responding Not Essential and Essential To Subject Areas by Children in School, No Children in School

Subject Area	Not Essential		Essential	
	Children in School	No Children in School	Children in School	No Children in School
Mathematics	--	--	100.0	100.0
Drug Education	23.9	23.0	76.1	77.0
English Grammar & Composition	2.6	.8	97.4	99.2
Civics & Government	12.0	8.9	88.0	91.1
History	17.9	9.8	82.1	90.2
Science	12.0	9.8	88.0	90.2
Geography	20.5	12.2	79.5	87.8
Physical Education	30.8	17.1	69.2	82.9
Health	17.1	13.1	82.9	86.9
Speech	22.2	19.5	77.8	80.5
Reading	.9	1.6	99.1	98.4
Art	53.4	50.4	46.6	49.6
Foreign Language	62.6	48.8	37.4	51.2
Music	44.8	39.0	55.2	61.0

Table 3.2.3

Percentage of Community Responding Not Enough and Enough to Subject Areas by Children in School, No Children in School

Subject Area	Not Enough		Enough	
	Children in School	No Children in School	Children in School	No Chidren in School
Mathematics	58.3	54.1	41.7	45.9
Drug Education	47.7	48.8	52.3	51.2
English Grammar & Composition	60.7	51.4	39.3	48.6
Civics & Government	48.0	41.8	52.0	58.2
History	59.1	41.8	40.9	58.2
Science	53.5	42.3	46.5	57.7
Geography	56.2	39.4	43.8	60.6
Physical Education	51.2	33.7	48.7	66.3
Health	54.7	46.7	45.3	53.3
Speech	51.1	47.6	48.9	52.4
Reading	62.3	50.5	37.7	49.5
Art	51.9	50.8	48.1	49.2
Foreign Language	53.5	48.3	46.5	51.7
Music	54.8	45.2	45.2	54.8

Table 3.2.4

Percentage of Community Responding Not Essential and Essential to Subject Areas by District Type

Subject	Not Essential		Essential	
	County	Separate	County	Separate
Mathematics	--	--	100.0	100.0
Drug Education	18.6	27.6	81.4	72.4
English Grammar & Composition	2.0	2.0	98.0	98.0
Civics & Government	9.8	10.1	90.2	89.9
History	14.7	12.1	85.3	87.9
Science	12.7	9.1	87.3	90.9
Geography	15.7	18.2	84.3	81.8
Physical Education	26.5	18.2	73.5	81.8
Health	11.8	15.2	88.2	84.8
Speech	20.6	21.2	79.4	78.8
Reading	.0	2.0	100.0	98.0
Art	51.5	55.6	48.5	44.4
Foreign Language	58.0	58.6	42.0	41.4
Music	39.6	47.5	60.4	52.5

Table 3.2.5

Percentage of Community Responding Not Enough and Enough to Subject Areas by District Type

Subject	Not Enough		Enough	
	County	Separate	County	Separate
Mathematics	57.1	57.3	42.9	42.7
Drug Education	42.3	51.7	57.7	48.3
English Grammar & Composition	58.3	55.2	41.7	44.8
Civics & Government	38.6	46.7	61.4	53.3
History	47.1	48.6	52.9	51.4
Science	45.2	47.4	54.8	52.6
Geography	46.9	42.0	53.1	58.0
Physical Education	45.9	37.1	54.1	62.9
Health	47.7	51.4	52.3	48.6
Speech	47.4	51.5	52.6	48.5
Reading	52.5	59.8	47.5	40.2
Art	42.0	57.5	58.0	42.5
Foreign Language	44.2	56.8	55.8	43.2
Music	48.4	50.0	51.6	50.0

Community Responses

Some students don't speak or write well. Do you believe it is caused by:

Table 3.2.6

	% RESPONDING	
	Children In School	Children Not in School
Poor Instructions	30.4	17.8
Outside Influences	9.6	11.9
Both	58.3	65.3
Neither	1.7	5.1

(N) 233

Table 3.2.7

	% RESPONDING	
	County	Separate
Poor Instructions	26.0	25.3
Outside Influences	9.0	12.6
Both	62.0	58.9
Neither	3.0	3.2

(N) 214

Community Responses

Some students don't speak or write well. Do you believe it is caused by:

Table 3.2.8

	% RESPONDING	
	Male	Female
Poor Instructions	27.5	22.4
Outside Influences	11.0	10.4
Both	58.2	63.4
Neither	3.3	3.7

(N) 225

Table 3.2.9

	% RESPONDING				
	Primary 1-3	Inter. 4-6	Middle 7-9	High 10-12	Mixed
Poor Instruction	25.0	12.5	11.1	38.1	29.8
Outside Influences	25.0	12.5	11.1	9.5	8.5
Both	50.0	75.0	77.8	47.6	59.6
Neither	.0	.0	.0	4.8	2.1
	(8)	(8)	(9)	(21)	(47)

Community Responses

Do you feel that schools should teach subjects other than reading, writing, mathematics, and speaking?

Table 3.2.10

	% RESPONDING	
	Children In School	Children Not in School
Yes	80.2	89.9
No	18.1	9.2
Don't know	1.7	.8

(N) 235

Table 3.2.11

	% RESPONDING	
	County	Separate
Yes	82.4	85.3
No	16.7	12.6
Don't know	1.0	2.1

(N) 216

Community Responses

Do you feel that schools should teach subjects other than reading, writing, mathematics, and speaking?

Table 3.2.12

	% RESPONDING	
	Male	Female
Yes	83.7	86.7
No	14.1	12.6
Don't know	2.2	.7

(N) 227

Table 3.2.13

	% RESPONDING				
	Primary 1-3	Inter. 4-6	Middle 7-9	High 10-12	Mixed
Yes	77.8	75.0	80.0	95.2	73.9
No	22.2	25.0	10.0	4.8	23.9
Don't know	.0	.0	10.0	.0	2.2
	(9)	(8)	(10)	(21)	(46)

(N) 94

Community Response

Do you feel that there is a need for the following adult services if they were offered by the school?

Basic Skills in Reading, Language, Mathematics

Table 3.2.14

	Children in School	Children Not in School
Yes	57.1	66.1
No	42.9	33.9

(N) 230

Table 3.2.15

	County	Separate
Yes	60.6	63.4
No	39.4	36.6

(N) 211

Table 3.2.16

	Male	Female
Yes	64.1	60.8
No	35.9	39.2

(N) 222

Community Response

Do you feel that there is a need for the following adult services if they were offered by the school?

GED Preparatory Classes

Table 3.2.17

	Children in School	Children Not in School
Yes	52.7	67.5
No	47.3	32.5

(N) 229

Table 3.2.18

	County	Separate
Yes	61.6	59.1
No	38.4	40.9

(N) 210

Table 3.2.19

	Male	Female
Yes	65.6	57.3
No	34.4	42.7

(N) 221

Community Response

Do you feel that there is a need for the following adult services if they were offered by the school?

Adult Vocational-Technical Training Classes

Table 3.2.20

	Children in School	Children Not in School
Yes	53.1	65.8
No	46.9	34.2

(N) 230

Table 3.2.21

	County	Separate
Yes	60.0	63.4
No	40.0	36.6

(N) 211

Table 3.2.22

	Male	Female
Yes	60.4	60.3
No	39.6	39.7

(N) 222

Community Response

Do you feel that there is a need for the following adult services if they were offered by the school?

Recreational and Leisure

Table 3.2.23

	Children in School	Children Not in School
Yes	50.4	60.3
No	49.6	39.7

(N) 229

Table 3.2.24

	County	Separate
Yes	59.0	46.7
No	41.0	53.3

(N) 210

Table 3.2.25

	Male	Female
Yes	60.4	53.1
No	39.6	46.9

(N) 221

Community Response

Do you feel that there is a need for the following adult services if they were offered by the school?

Self-Improvement Activities

Table 3.2.26

	Children in School	Children Not in School
Yes	47.8	68.7
No	52.2	31.3

(N) 228

Table 3.2.27

	County	Separate
Yes	62.0	59.3
No	38.0	40.7

(N) 209

Table 3.2.28

	Male	Female
Yes	61.5	56.6
No	38.5	43.4

(N) 220

Community Response

Do you feel that there is a need for the following adult services if they were offered by the school?

Adult Awareness Programs

Table 3.2.29

	Children in School	Children Not in School
Yes	56.6	65.0
No	43.4	35.0

(N) 230

Table 3.2.30

	County	Separate
Yes	62.0	61.3
No	38.0	38.7

(N) 211

Table 3.2.31

	Male	Female
Yes	61.5	60.3
No	38.5	39.7

(N) 222

Community Response

Do you feel that there is a need for the following adult services if they were offered by the school?

Cultural Activities

Table 3.2.32

	Children in School	Children Not in School
Yes	49.1	55.2
No	50.9	44.8

(N) 228

Table 3.2.33

	County	Separate
Yes	55.6	48.9
No	44.4	51.1

(N) 209

Table 3.2.34

	Male	Female
Yes	59.3	50.4
No	40.7	49.6

(N) 220

Community Response

Do you feel that there is a need for the following adult services if they were offered by the school?

Tutor Program

Table 3.2.35

	Children in School	Children Not in School
Yes	58.0	70.2
No	42.0	29.8

(N) 226

Table 3.2.36

	County	Separate
Yes	67.3	64.8
No	32.7	35.2

(N) 207

Table 3.2.37

	Male	Female
Yes	68.9	61.7
No	31.1	38.3

(N) 218

those wihout school children. This finding may be important for communicating the availability of such programs or further solicitation of community interest in programs targeted at adults in the community. For the other two variables---school district-type and sex---program interest is virtually unrelated to them.

Community satisfaction with local school services seems to be somewhat evenly split between two extremes. Many adults feel satisfied (47% responed "very satisfied" or satisfied") with school services but a significant portion of the adult community reports being dissatisfied (33% responded "dissatisfied' or "very dissatisfied"). About 20 percent answered "neither" or "don't know". This pattern of approval with local school services does not vary substantially by whether or not one has children in school, district-type, or sex (see Tables 3.2.38 - 3.2.41).

The extent to which community resources are utilized in the enrichment of local schools seems to be less than could be, according to this sample. One-half indicated "moderate" or "some" community resource utilization, a fourth (27%) responded "very little" or "none", and only a few (8%) felt that such resources are being used to the "fullest extent". Tables 3.2.42 - 3.2.45 show the responses cross-tabulated by the four controls. The only noteworthy patterns in these tables appear by sex and district-type. More women (43%) than men (32%) feel that resources are used to a "moderate" or "full" extent. Moreover, those living in county school districts (41%), more than their peers in city (separate-municipal) districts (19%), say that "very little" or no community resources are put to effective use in local schools (see also Tompkins, 1977).

Community Responses

Considering all aspects of your local public schools, how satisfied do you think the community is with your school?

Table 3.2.38

	Children In School	Children Not in School
Very Satisfied	11.4	12.2
Satisfied	36.0	38.3
Neither	14.0	19.1
Dissatisfied	25.4	22.6
Very Dissatisfied	13.2	7.8

(N) 229

Table 3.2.39

	County	Separate
Very Satisfied	9.1	14.0
Satisfied	42.4	33.3
Neither	12.1	23.7
Dissatisfied	24.2	21.5
Very Dissatisfied	12.1	7.5

(N) 210

Community Responses

Considering all aspects of your local public schools, how satisfied do you think the community is with your school?

Table 3.2.40

	Male	Female
Very Satisfied	7.8	16.0
Satisfied	42.2	31.3
Neither	14.4	16.8
Dissatisfied	26.7	23.7
Very Dissatisfied	8.9	12.2

(N) 221

Table 3.2.41

	Primary 1-3	Inter. 4-6	Middle 7-9	High 10-12	Mixed
Very Satisfied	33.3	.0	.0	14.3	13.0
Satisfied	33.3	50.0	30.0	33.3	37.0
Neither	22.2	25.0	10.0	14.3	13.0
Dissatisfied	.0	12.5	30.0	28.6	30.4
Very Dissatisfied	11.1 (9)	12.5 (8)	30.0 (10)	9.5 (21)	6.5 (46)

(N) 94

Community Responses

To what extent are community resources used to enrich the school curriculum?

Table 3.2.42

	Children In School	Children Not in School
Fullest Extent	10.6	6.0
Moderate	24.0	34.0
Some	29.8	32.0
Very Little	22.1	17.0
None	13.5	11.0

(N) 204

Table 3.2.43

	County	Separate
Fullest Extent	9.5	9.4
Moderate	17.9	37.6
Some	31.0	34.1
Very Little	21.4	16.5
None	20.2	2.4

(N) 186

Community Responses

To what extent are community resources used to enrich the school curriculum?

Table 3.2.44

	Male	Female
Fullest Extent	5.3	12.4
Moderate	26.7	30.6
Some	30.7	27.3
Very Little	25.3	15.7
None	12.0	14.0

(N) 196

Table 3.2.45

	Primary 1-3	Inter. 4-6	Middle 7-9	High 10-12	Mixed
Fullest Extent	25.0	12.5	.0	15.8	12.2
Moderate	50.0	25.0	25.0	15.8	24.4
Some	25.0	25.0	.0	47.4	26.8
Very Little	.0	37.5	37.5	10.5	24.4
None	.0 (8)	.0 (8)	37.5 (8)	10.5 (19)	12.2 (41)

(N) 84

Finally, public opinion on why students "drop-out" of school is divided (as was the case for students' reading and writing progress). The overall response pattern to this item varies little when cross-tabulated by the four control variables (see Tables 3.2.46 - 3.2.49). Consensus is almost evenly divided between: "found school boring", "failing in school", and "got into trouble". Financial reasons are not viewed as a primary determinant of premature school exodus.

Teachers/Principals/Superintendents

The three samples of school personnel---teachers, principals and superintendents---were administered the same needs assessment instrument (see Appendix A). The organization of the T/P/S analysis follows the structure of this instrument, with the exception of priorities among basic skills themselves which are grouped in the following section.

The initial set of items consisted of a modified Delphi technique (Cyphert and Gant, 1970) designed to perform a basic skills needs assessment. This included discrepancy model evaluations in the areas of oral and written communication, mathematics, and reading. The instructions to the respondent were to read each item and, first, indicate on a five-point scale of "very highly desired" to "not desired" the extent to which that subskill is desired of students in their schools and, second, evaluate the extent to which that subskill has been accomplished by students in their schools. The difference between the extent to which a given subskill is desired and is actually accomplished indicates a "need" discrepancy and potentially merits programmatic action aimed at the subskill area.

Community Responses

Have most students that you know who have dropped out of school done so primarily because?

Table 3.2.46

	Children In School	Children Not in School
Found School Boring	27.5	33.3
Failing in School	28.6	27.6
Financial Reasons	8.8	3.4
Got in Trouble	35.2	35.6

(N) 178

Table 3.2.47

	County	Separate
Found School Boring	35.2	25.6
Failing in School	25.4	30.8
Financial Reasons	4.2	5.1
Got in Trouble	35.2	38.5

(N) 161

Community Responses

Have most students that you know who have dropped out of school done so primarily because?

Table 3.2.48

	Male	Female
Found School Boring	26.1	33.0
Failing in School	29.0	28.2
Financial Reasons	4.3	7.8
Got in Trouble	40.6	31.1

(N) 172

Table 3.2.49

	Primary 1-3	Inter. 4-6	Middle 7-9	High 10-12	Mixed
Found School Boring	.0	25.0	80.0	23.5	29.3
Failing in School	83.3	25.0	.0	41.2	19.5
Financial Reasons	.0	.0	.0	5.9	14.6
Got in Trouble	16.7 (6)	50.0 (4)	20.0 (5)	29.4 (17)	36.6 (41)

(N) 73

Another major section of the T/P/S instrument determined inservice training needs, divided into categories of teaching strategies, comprehensive planning, and refresher workshops. An additional set of background items related to school personnel experience, degree type, grades and subjects taught, etc.

In a general sense, one might be interested in the degree of congruency between the perceived need areas of these three groups of educators. It seems obvious that for all three to play a coordinated role in the implementation of any given curriculum, there must be some shared perceptions of educational needs. Since each group is concerned with different and specialized daily educational tasks, on the contrary, it would not be surprising to observe that they "see things differently". For the most part, teachers, principals, and superintendents do report similar patterns of perceived student skill needs. On the other hand, we find some potentially important differences in their respective perceptions of student skill area needs.

Using a statistic that measures the <u>overall</u> congruency among the (ranked) discrepancy scores for each of the three skill areas, Kendall's coefficient of concordance (or W), it appears that almost perfect agreement exists within the area of oral-written communication.* On a scale of 0 to 1, W = 0.919 for the T/P/S rank-agreement on the twenty oral-written communication items. Although

*Kendall's W is a statistic that measures the tendancy for several (>2) groups of subjects to have similar rankings on a set of objects, scores, etc. It is similar, although not identical, to other rank-order correlation statistics, e.g., Spearman's rho, and in this case, should be interpreted as an index of agreement. The range of Kendall's W is 0.0 (no agreement) to 1.0 (perfect agreement). See Siegal (1956: 229-238), among others, for details.

there is some agreement in the ten items relating to math subskills, these three groups of educators obtain much less consensus in this area since W = 0.649, substantially less than the coefficient for communication subskills. On the other hand, T/P/S agreement on reading subskill needs lies between that for oral-written communication and mathematics, with W = 0.818 for these ten items. Thus, we find that overall agreement on the perception of basic subskill area needs is not perfect and varies by general basic skill area. While agreement is somewhat high, the variability in teacher, principal, and superintendent agreement by skill are merits further examination.

The first three tables in this section (Tables 3.3.1 -3.3.3) present the discrepancy scores for each T/P/S sample.

In oral-written communication subskills, these seven items taken from the total of twenty items in Tables 3.3.1 - 3.3.3 are among the areas of greatest "need":

- Listening purposefully and accurately
- Correct spelling
- Writing a logical, orderly paragraph of at least five sentences
- Correct use of punctuation
- Writing a complete, simple sentence
- Writing a one page description, narration or explanation
- Legible handwriting

While agreement on subskill needs is high in this basic skill area (i.e., W = 0.919), the pattern of ranks is also informative. Teachers report the greatest subskill need is the ability to "listen purposefully and accurately", a subskill of practical importance in class-

TABLE 3.3.1

RANKINGS AND DISCREPANCY SCORES FOR

TEACHER QUESTIONNAIRE ITEMS

Rank	Item	Discrepancy Score
	ORAL AND WRITTEN COMMUNICATION	
10.5	1. Legible handwriting	.96
2	2. Correct spelling	1.37
6	3. Correct use of capital letters	1.03
4.5	4. Correct use of punctuation	1.22
4.5	5. Writing a complete, simple sentence	1.22
3	6. Writing a logical, orderly paragraph of at least five sentences	1.30
14	7. Writing a personal letter	.82
9	8. Writing a business letter which seeks a solution to a simple problem	.99
7.5	9. Completing applications and simple written forms	1.00
7.5	10. Writing a one page description, narration, or explanation	1.00
19	11. Using a telephone to inquire, inform, arrange, persuade, exchange ideas, or to be sociable	.66
17	12. Interviewing	.76

TABLE 3.3.1 (continued)

RANKINGS AND DISCREPANCY SCORES FOR
TEACHER QUESTIONNAIRE ITEMS

Rank	Item		Discrepancy Score
15	13.	Sharing information and finding a solution through discussion	.78
1	14.	Listening purposefully and accurately	1.39
12	15.	Listening and sharing in a conversation	.93
16	16.	Making a report before a group	.77
13	17.	Making a speech which persuades, informs, or explains	.83
20	18.	Telling a story without notes	.64
10.5	19.	Reading orally with expression	.96
18	20.	Dramatizing a role using appropriate vocal and facial expressions	.71
		MATHEMATICS	
4	21.	Solving textbook and non-textbook problems	1.00
1	22.	Applying mathematics to everyday situations	1.13
3	23.	Being alert to the reasonableness of mathematical results	1.00
6	24.	Estimating quantity, length, distance, etc.	.84
2	25.	Adding, subtracting, multiplying, and dividing whole and decimal numbers	1.00

TABLE 3.3.1 (continued)

RANKINGS AND DISCREPANCY SCORES FOR
TEACHER QUESTIONNAIRE ITEMS

Rank	Item		Discrepancy Score
10	26.	Knowledge of basic geometric concepts such as point, line, plane, parallel, and perpendicular	.77
8.5	27.	Measuring distance, weight, time, capacity, and temperature	.81
8.5	28.	Reading, interpreting, and constructing tables, charts, and graphs	.81
7	29.	Using mathematics to predict	.83
5	30.	Understanding of what computers can and cannot do	.89
		READING	
1	31.	Using context to figure out unknown words	1.13
5	32.	Using predictable patterns within words to figure out unknown words	1.05
6	33.	Using letter/sound relationships (phonics) to figure out unknown words	1.04
9	34.	Using a dictionary to get meaning for unknown words	.92
4	35.	Comprehending written material at a literal level (details, main idea, sequence, etc.)	1.09
2.5	36.	Comprehending at an interpretive level (predicting outcomes, comparisons and contrasts, figures of speech, fact or fiction, etc.)	1.10

TABLE 3.3.1 (continued)

RANKINGS AND DISCREPANCY SCORES FOR

TEACHER QUESTIONNAIRE ITEMS

Rank	Item	Discrepancy Score
2.5	37. Reading critically (fact or opinion, propaganda, evaluating, etc.)	1.10
7	38. Locating, selecting, organizing information	1.03
8	39. Establishing a reason for reading before reading	.94
10	40. Using flexible rates of reading for materials of differing complexity	.91

TABLE 3.3.2

RANKINGS AND DISCREPANCY SCORES FOR
PRINCIPAL QUESTIONNAIRE ITEMS

Rank	Item	Discrepancy Score
	ORAL AND WRITTEN COMMUNICATION	
5	1. Legible handwriting	1.32
1	2. Correct spelling	1.71
6	3. Correct use of capital letters	1.22
4	4. Correct use of punctuation	1.42
2.5	5. Writing a complete, simple sentence	1.44
2.5	6. Writing a logical, orderly paragraph of at least five sentences	1.44
12.5	7. Writing a personal letter	1.05
8	8. Writing a business letter which seeks a solution to a simple problem	1.20
9	9. Completing applications and simple written forms	1.19
10	10. Writing a one page description, narration, or explanation	1.14
20	11. Using a telephone to inquire, inform, arrange, persuade, exchange ideas, or to be sociable	.70
11	12. Interviewing	1.06

TABLE 3.3.2 (continued)

RANKINGS AND DISCREPANCY SCORES FOR
PRINCIPAL QUESTIONNAIRE ITEMS

Rank	Item		Discrepancy Score
17	13.	Sharing information and finding a solution through discussion	.93
7	14.	Listening purposefully and accurately	1.25
14	15.	Listening and sharing in a conversation	1.02
16	16.	Making a report before a group	.95
15	17.	Making a speech which persuades, informs, or explains	.98
19	18.	Telling a story without notes	.78
12.5	19.	Reading orally with expression	1.05
18	20.	Dramatizing a role using appropriate vocal and facial expressions	.91
		MATHEMATICS	
3.5	21.	Solving textbook and non-textbook problems	1.13
1	22.	Applying mathematics to everyday situations	1.26
7	23.	Being alert to the reasonableness of mathematical results	1.11
9.5	24.	Estimating quantity, length, distance, etc.	1.02
8	25.	Adding, subtracting, multiplying, and dividing whole and decimal numbers	1.09

TABLE 3.3.2 (continued)

RANKINGS AND DISCREPANCY SCORES FOR
PRINCIPAL QUESTIONNAIRE ITEMS

Rank	Item		Discrepancy Score
3.5	26.	Knowledge of basic geometric concepts such as point, line, plane, parallel, and perpendicular	1.13
6	27.	Measuring distance, weight, time, capacity, and temperature	1.12
9.5	28.	Reading, interpreting, and constructing tables, charts, and graphs	1.02
5	29.	Using mathematics to predict	1.13
2	30.	Understanding of what computers can and cannot do	1.15
		READING	
7	31.	Using context to figure out unknown words	1.07
4	32.	Using predictable patterns within words to figure out unknown words	1.18
6	33.	Using letter/sound relationships (phonics) to figure out unknown words	1.08
9	34.	Using a dictionary to get meaning for unknown words	.98
3	35.	Comprehending written material at a literal level (details, main ideas, sequence, etc.)	1.24
2	36.	Comprehending at an interpretive level (predicting outcomes, comparisons and contrasts, figures of speech, fact or fiction, etc.)	1.33

TABLE 3.3.2 (continued)

RANKINGS AND DISCREPANCY SCORES FOR
PRINCIPAL QUESTIONNAIRE ITEMS

Rank	Item		Discrepancy Score
1	37.	Reading critically (fact or opinion, propaganda, evaluating, etc.)	1.34
5	38.	Locating, selecting, organizing information	1.17
10	39.	Establishing a reason for reading before reading	.97
8	40.	Using flexible rates of reading for materials of differing complexity	1.02

TABLE 3.3.3

RANKINGS AND DISCREPANCY SCORES FOR
SUPERINTENDENT QUESTIONNAIRE ITEMS

Rank	Item	Discrepancy Score
	ORAL AND WRITTEN COMMUNICATION	
10	1. Legible handwriting	1.19
2	2. Correct spelling	1.57
13	3. Correct use of capital letters	1.09
6	4. Correct use of punctuation	1.31
3.5	5. Writing a complete, simple sentence	1.43
1	6. Writing a logical, orderly paragraph of at least five sentences	1.59
9	7. Writing a personal letter	1.21
7	8. Writing a business letter which seeks a solution to a simple problem	1.30
8	9. Completing applications and simple written forms	1.29
3.5	10. Writing a one page description, narration, or explanation	1.43
18	11. Using a telephone to inquire, inform, arrange, persuade, exchange ideas, or to be sociable	.90
17	12. Interviewing	.99

TABLE 3.3.3 (continued)

RANKINGS AND DISCREPANCY SCORES FOR
SUPERINTENDENT QUESTIONNAIRE ITEMS

Rank	Item		Discrepancy Score
16	13.	Sharing information and finding a solution through discussion	1.01
5	14.	Listening purposefully and accurately	1.34
11.5	15.	Listening and sharing in a conversation	1.12
11.5	16.	Making a report before a group	1.12
14	17.	Making a speech which persuades, informs, or explains	1.07
19	18.	Telling a story without notes	.82
15	19.	Reading orally with expression	1.04
20	20.	Dramatizing a role using appropriate vocal and facial expressions	.69
		MATHEMATICS	
5	21.	Solving textbook and non-textbook problems	1.14
1	22.	Applying mathematics to everyday situations	1.45
4	23.	Being alert to the reasonableness of mathematical results	1.15
9.5	24.	Estimating quantity, length, distance, etc.	.94
2	25.	Adding, subtracting, multiplying, and dividing whole and decimal numbers	1.25

TABLE 3.3.3 (continued)

RANKINGS AND DISCREPANCY SCORES FOR
SUPERINTENDENT QUESTIONNAIRE ITEMS

Rank	Item		Discrepancy Score
9.5	26.	Knowledge of basic geometric concepts such as point, line, plane, parallel, and perpendicular	.94
6	27.	Measuring distance, weight, time, capacity, and temperature	1.09
7	28.	Reading, interpreting, and constructing tables, charts, and graphs	1.05
8	29.	Using mathematics to predict	.97
3	30.	Understanding of what computers can and cannot do	1.23
		READING	
4	31.	Using context to figure out unknown words	1.21
6	32.	Using predictable patterns within words to figure out unknown words	1.11
7	33.	Using letter/sound relationships (phonics) to figure out unknown words	1.03
8	34.	Using a dictionary to get meaning for unknown words	1.01
2.5	35.	Comprehending written material at a literal level (details, main ideas, sequence, etc.)	1.27
5	36.	Comprehending at an interpretive level (predicting outcomes, comparisons and contrasts, figures of speech, fact or fiction, etc.)	1.19

TABLE 3.3.3 (continued)

RANKINGS AND DISCREPANCY SCORES FOR
SUPERINTENDENT QUESTIONNAIRE ITEMS

Rank	Item	Discrepancy Score
1	37. Reading critically (fact or opinion, propaganda, evaluating, etc.)	1.33
2.5	38. Locating, selecting, organizing information	1.27
9	39. Establishing a reason for reading before reading	.97
10	40. Using flexible rates of reading for materials of differing complexity	.96

room pedagogy, while principals and superintendents rate this subskill much lower. On the other hand, principals rate "legible handwriting" as the fifth most important subskill need, in some disagreement with the other two groups of educators who rate it lower. A similar situation occurs for superintendents in their rating of "writing a one-page description, narration, or explanation". The point is that the small disagreement among these groups of school personnel seems to stem from differences in emphasis on the process (teachers emphasizing careful listening) and the product (principals emphasizing handwriting, superintendents pointing to lucid writing) of oral-written communication subskills.

In mathematics subskills, the following seven items are included in the top-five rankings of all three groups of educators:

- Applying mathematics to everyday situations
- Adding, subtracting, multiplying, and dividing whole and decimal numbers
- Being alert to the reasonableness of mathematical results
- Solving textbook and non-texbook problems
- Understanding what computers can and cannot do
- Using mathematics to predict

All three groups agree that the application of math to everyday situations is a most important subskill need. No other subskill is explicitly agreed upon, however (W = 0.649). Generally, teachers and superintendents tend to share more consensus with each other in this basic skill area than either one with principals. For example, teachers and superintendents rate "being alert to the reasonableness of mathe-

matical results" third or fourth while principals feel that this subskill is considerably less of a need in rating it seventh out of ten. Further, "adding, subtracting, multiplying, and dividing whole and decimal numbers" is analogously rated high by teachers and superintendents but low by principals.

In terms of reading subskills, the groups emphasized these six items in their top-five rated need areas:

- Using context to figure out unknown words
- Comprehending at an interpretive level
- Reading critically
- Comprehending written materials at a literal level
- Using predictable patterns within words to figure out unknown words
- Locating, selecting, and organizing information

The subskill of "reading critically" is generally rated as about the highest need area but teachers do not specifically agree that it is the most important one. The ability to use "context cues" to adduce word meaning has the single highest need in the area of reading subskills for teachers (although reading critically and interpretive comprehension are tied for second).

In general, when teachers, principals, and superintendents are considered together as one group, these subskills, irregardless of basic skill area, emerge as the top-ten rated "needs":

- Correct spelling
- Writing a logical, orderly paragraph of at least five sentences
- Listening purposefully and accurately

- Correct use of punctuation
- Applying mathematics to everyday situations
- Adding, subtracting, multiplying, and dividing whole and decimal numbers
- Knowledge of basic geometric concepts
- Reading critically
- Locating, selecting, and organizing information
- Comprehending at an interpretive level

The segment of the questionnaire dealing with inservice needs included teaching strategies, comprehensive planning, and refresher workshops. The Tables 3.3.4 through 3.3.6 show the rankings and percentage of responses to the thirty-six areas of interest. Each respondent was asked to evaluate their degree of interest in participating in staff development programs as "much", "some" or "none". The rankings were determined by the percentages corresponding to the response "much".

Under the category of teaching strategies, the areas of most interest include the following eight items:

- Developing techniques for motivating students
- Developing strategies for helping underachievers
- Developing techniques for identifying individual needs
- Making or adapting materials to meet individual needs
- Developing strategies for teaching thinking skills
- Developing strategies for helping underachievers in high school
- Developing teaching strategies for reading readiness
- Developing strategies for helping underachieving math students in the middle grades

TABLE 3.3.4

PERCENTAGES AND RANKINGS OF RESPONSES INDICATING A DEGREE OF INTEREST IN PARTICIPATING IN STAFF DEVELOPMENT PROGRAMS FROM TEACHER QUESTIONNAIRE

Rank	Item		% RESPONDING		
			Much	Some	None
		Teaching Strategies			
1	1.	Developing techniques for motivating students	76.4	21.2	2.4
3	2.	Developing techniques for identifying individual needs	57.9	37.9	4.2
4	3.	Making or adapting materials to meet individual needs	57.5	38.0	4.4
17.5	4.	Developing competency in making classroom tests	28.1	54.7	17.3
22	5.	Giving and interpreting standardized tests	17.4	52.9	29.8
21	6.	Becoming more familiar with children's/ adolescents' literature	20.6	50.4	29.0
7	7.	Developing learning centers for your classroom	40.5	46.5	12.9
17.5	8.	Developing teaching strategies for math readiness	28.1	37.9	34.0
8.5	9.	Developing teaching strategies for reading readiness	39.5	39.9	20.6

TABLE 3.3.4 (continued)

PERCENTAGES AND RANKINGS OF RESPONSES INDICATING A DEGREE OF INTEREST IN PARTICIPATING IN STAFF DEVELOPMENT PROGRAMS FROM TEACHER QUESTIONNAIRE

Rank	Item	% RESPONDING		
		Much	Some	None
14	10. Studying effective questioning techniques	30.0	54.1	15.9
10	11. Studying pupil-teacher interaction patterns to analyze one's own teaching style	39.2	48.0	12.8
13	12. Teaching reading through language-experience	33.0	48.1	18.9
2	13. Developing strategies for helping under-achievers	63.6	31.0	5.4
8.5	14. Developing strategies for helping under-achievers in the high school	39.5	22.8	37.7
16	15. Developing strategies for helping under-achieving math students in the middle grades	28.7	29.9	41.4
20	16. Developing strategies for helping under-achieving math students in the high school	21.3	21.3	57.5
15	17. Developing strategies for teaching the metric system at your grade level	29.7	39.8	30.4
5	18. Developing strategies for teaching thinking skills (observing, comparing, classifying, summarizing, etc.)	56.2	38.1	5.7
19	19. Studying grouping strategies	23.1	54.2	22.8

TABLE 3.3.4 (continued)

PERCENTAGES AND RANKINGS OF RESPONSES INDICATING A DEGREE OF INTEREST IN PARTICIPATING IN STAFF DEVELOPMENT PROGRAMS FROM TEACHER QUESTIONNAIRE

Rank	Item		% RESPONDING		
			Much	Some	None
11	20.	Developing teaching strategies in oral communication	37.7	50.1	12.2
6	21.	Developing approaches to teaching written communication	52.2	39.0	8.8
12	22.	Developing strategies for teaching math "survival" skills	33.6	42.5	23.9
		Comprehensive Planning			
6	23.	Working with the rest of the faculty to conduct a needs assessment	36.6	51.2	12.2
7	24.	Constructing with other teachers a list of teacher competencies	30.6	52.2	17.2
1	25.	Defining with other teachers overall goals for your subject area	50.9	41.1	8.0
4	26.	Working with others to define the objectives which will be evaluated	42.2	47.8	10.0
2	27.	Preparing with other teachers a scope and sequence plan for your subject area	46.2	42.2	11.6
5	28.	Working with others to prepare a program plan for your subject area which would include isolating principals for a quality program, identifying personnel and their roles, and selecting materials to be used	41.1	45.5	13.4

TABLE 3.3.4 (continued)

PERCENTAGES AND RANKINGS OF RESPONSES INDICATING A DEGREE OF INTEREST IN PARTICIPATING IN STAFF DEVELOPMENT PROGRAMS FROM TEACHER QUESTIONNAIRE

Rank	Item	% RESPONDING		
		Much	Some	None
3	29. Working with others to define how the progress of pupils will be monitored in your content area	42.9	47.7	9.3
	Refresher Workshops			
4	30. grammar	37.4	39.7	22.9
3	31. composition	38.3	41.0	20.7
6	32. computation	19.4	45.3	35.4
5	33. problem solving	30.0	43.8	26.3
7	34. nutrition	15.3	40.8	43.9
2	35. varying rates of reading	42.2	39.1	18.8
1	36. oral communication	42.9	41.7	15.3

N = 1670

TABLE 3.3.5

PERCENTAGES AND RANKING OF RESPONSES INDICATING A DEGREE OF INTEREST IN PARTICIPATING IN STAFF DEVELOPMENT PROGRAMS FROM PRINCIPAL QUESTIONNAIRE

Rank	Item		% RESPONDING		
			Much	Some	None
		Teaching Strategies			
1.	1.	Developing techniques for motivating students	79.4	20.6	--
4	2.	Developing techniques for identifying individual needs	58.1	40.3	1.6
9.5	3.	Making or adapting materials to meet individual needs	51.6	43.5	4.8
11	4.	Developing competency in making classroom tests	47.5	45.9	6.6
19	5.	Giving and interpreting standardized tests	30.5	55.9	13.6
22	6.	Becoming more familiar with children's/ adolescents' literature	13.3	66.7	20.0
17	7.	Developing learning centers for your classroom	36.7	53.3	10.0
14	8.	Developing teaching strategies for math readiness	41.0	50.8	8.2
6	9.	Developing teaching strategies for reading readiness	56.5	38.7	4.8

TABLE 3.3.5 (continued)

PERCENTAGES AND RANKING OF RESPONSES INDICATING A DEGREE OF INTEREST IN PARTICIPATING IN STAFF DEVELOPMENT PROGRAMS FROM PRINCIPAL QUESTIONNAIRE

Rank	Item	% RESPONDING		
		Much	Some	None
20	10. Studying effective questioning techniques	30.0	63.3	6.7
9.5	11. Studying pupil-teacher interaction patterns to analyze one's own teaching styles	51.6	37.1	11.3
15	12. Teaching reading through language-experience	38.3	55.0	6.7
2	13. Developing strategies for helping under-achievers	73.8	24.6	1.6
12.5	14. Developing strategies for helping under-achievers in the high school	47.4	24.6	28.1
5	15. Developing strategies for helping under-achieving math students in the middle grades	56.7	35.0	8.3
12.5	16. Developing strategies for helping under-achieving math students in the high school	47.4	22.8	29.8
18	17. Developing strategies for teaching the metric system at your grade level	34.9	58.7	6.3
3	18. Developing strategies for teaching thinking skills (observing, comparing, classifying, summarizing, etc.)	59.7	37.1	3.2
21	19. Studying grouping strategies	16.1	75.8	8.1

TABLE 3.3.5 (continued)

PERCENTAGES AND RANKING OF RESPONSES INDICATING A DEGREE OF INTEREST IN PARTICIPATING IN STAFF DEVELOPMENT PROGRAMS FROM PRINCIPAL QUESTIONNAIRE

Rank	Item	% RESPONDING		
		Much	Some	None
16	20. Developing teaching strategies in oral communication	37.3	54.2	8.5
8	21. Developing approaches to teaching written communication	52.5	42.6	4.9
7	22. Developing strategies for teaching math "survival" skills	53.3	45.0	1.7
	Comprehensive Planning			
7	23. Working with the rest of the faculty to conduct a needs assessment	6.6	50.8	42.6
4	24. Construction with other teachers a list of teacher competencies	45.9	47.5	6.6
3	25. Defining with other teachers overall goals for your subject area	46.7	51.7	1.7
1	26. Working with others to define the objectives which will be evaluated	48.4	45.2	6.5
2	27. Preparing with other teachers a scope and sequence plan for your subject area	46.8	46.8	6.5
5	28. Working with others to prepare a program plan for your subject area which would include isolating principles for a quality program, identifying personnel and their roles, and selecting materials to be used	42.4	50.8	6.7

TABLE 3.3.5 (continued)

PERCENTAGES AND RANKING OF RESPONSES INDICATING A DEGREE OF INTEREST IN PARTICIPATING IN STAFF DEVELOPMENT PROGRAMS FROM PRINCIPAL QUESTIONNAIRE

Rank	Item		% RESPONDING		
			Much	Some	None
6	29.	Working with others to define how the progress of pupils will be monitored in your content area	38.7	56.5	4.8
		Refresher Workshops			
2	30.	grammar	44.8	31.0	24.1
4	31.	composition	40.4	42.1	17.5
6	32.	computation	24.6	54.4	21.1
1	33.	problem solving	48.3	36.7	15.0
7	34.	nutrition	15.5	50.0	34.5
5	35.	varying rates of reading	37.3	47.5	15.3
3	36.	oral communication	43.9	45.6	10.5

N = 63

TABLE 3.3.6

PERCENTAGES AND RANKING OF RESPONSES INDICATING A DEGREE OF INTEREST IN PARTICIPATING IN STAFF DEVELOPMENT PROGRAMS FROM SUPERINTENDENT QUESTIONNAIRE

Rank	Item	% RESPONDING		
		Much	Some	None
	Teaching Strategies			
1	1. Developing techniques for motivating students	85.9	13.1	1.0
6	2. Developing techniques for identifying individual needs	63.6	34.3	2.0
10	3. Making or adapting materials to meet individual needs	52.5	43.4	4.0
8	4. Developing competency in making classroom tests	56.1	42.9	1.0
19	5. Giving and interpreting standardized tests	23.5	69.4	7.1
22	6. Becoming more familiar with children's/ adolescents' literature	10.2	71.4	18.4
18	7. Developing learning centers for your classroom	31.6	57.1	11.2
7	8. Developing teaching strategies for math readiness	60.6	37.4	2.0
3	9. Developing teaching strategies for reading readiness	68.4	30.6	1.0

TABLE 3.3.6 (continued)

PERCENTAGES AND RANKING OF RESPONSES INDICATING A DEGREE OF INTEREST IN PARTICIPATING IN STAFF DEVELOPMENT PROGRAMS FROM SUPERINTENDENT QUESTIONNAIRE

Rank	Item		% RESPONDING		
			Much	Some	None
16	10.	Studying effective questioning techniques	37.1	56.7	6.2
15	11.	Studying pupil-teacher interaction patterns to analyze one's own teaching style	38.8	53.1	8.2
17	12.	Teaching reading through language-experience	32.3	63.6	4.0
5	13.	Developing strategies for helping under-achievers in the middle grades	65.3	33.7	1.0
2	14.	Developing strategies for helping under-achievers in the high school	70.4	27.6	2.0
4	15.	Developing strategies for helping under-achieving math students in the middle grade	65.7	30.3	4.0
9	16.	Developing strategies for helping under-achieving math students in the high school	53.5	42.4	4.0
21	17.	Developing strategies for teaching the metric system at your grade level	20.4	60.2	19.4
13	18.	Developing strategies for teaching thinking skills (observing, comparing, classifying, summarizing, etc.)	46.4	50.5	3.1
20	19.	Studying grouping strategies	22.7	67.0	10.3

TABLE 3.3.6 (continued)

PERCENTAGES AND RANKING OF RESPONSES INDICATING A DEGREE OF INTEREST IN PARTICIPATING IN STAFF DEVELOPMENT PROGRAMS FROM SUPERINTENDENT QUESTIONNAIRE

Rank	Item		% RESPONDING		
			Much	Some	None
14	20.	Developing teaching strategies in oral communication	39.4	56.6	4.0
11	21.	Developing approaches to teaching written communication	50.0	46.9	3.1
12	22.	Developing strategies for teaching math "survival" skills	46.5	49.5	4.0
		Comprehensive Planning			
5	23.	Working with the rest of the faculty to conduct a needs assessment	46.5	51.5	2.0
4	24.	Constructing with other teachers a list of teacher competencies	46.9	44.9	8.2
2.5	25.	Defining with other teachers overall goals for your subject area	53.1	41.8	5.1
1	26.	Working with others to define the objectives which will be evaluated	55.1	41.8	3.1
2.5	27.	Preparing with other teachers a scope and sequence plan for your subject area	53.1	43.9	3.1
6.5	28.	Working with others to prepare a program plan for your subject area which would indicate isolating principles for a quality program, identifying personnel and their roles, and selecting materials to be used	45.9	49.0	5.1

TABLE 3.3.6 (continued)

PERCENTAGES AND RANKING OF RESPONSES INDICATING A DEGREE OF INTEREST IN PARTICIPATING IN STAFF DEVELOPMENT PROGRAMS FROM SUPERINTENDENT QUESTIONNAIRE

Rank	Item		% RESPONDING		
			Much	Some	None
6.5	29.	Working with others to define how the progress of pupils will be monitored in your content area	45.9	50.0	4.1
		Refresher Workshops			
1.5	30.	grammar	39.8	46.9	13.3
3	31.	composition	39.4	46.5	14.1
6	32.	computation	28.6	48.0	23.5
4	33.	problem solving	38.1	46.4	15.5
7	34.	nutrition	10.4	58.3	31.3
5	35.	varying rates of reading	29.6	54.1	16.3
1.5	36.	oral communication	39.8	50.0	10.2

N = 99

All three groups of respondents identified "developing techniques for motivating students" as their most highly preferred inservice program concerning classroom teaching strategies. While the first five items shown above are the top-five ranked areas of interest for teachers, principals as well as superintendents differed somewhat. Once again, however, teachers and superintendents expressed more similarity than either one with principals. Principals selected ways to help underachievers second (followed by items 5, 3, and 8) while superintendents chose strategies for aiding underachievers in high school second (followed by items 7, 8, and 2).

From the comprehensive planning section the following topics were the most highly ranked:

- Defining with other teachers overall goals for your subject area
- Preparing with other teachers a scope and sequence plan for your subject area
- Working with others to define how the progress of pupils will be monitored in your content area
- Working with others to define the objectives which will be evaluated

Superintendents ranked items 4, 1, and 2 as three areas of interest. The teachers chose the first three items of the above list as their top rankings.

The five refresher workshop areas most often desired included the following:

- Oral communication
- Varying rates of reading

- o Composition
- o Grammar
- o Problem solving

All the respondents rated these as the top five areas of interest with the teachers selecting "oral communication" as the most wanted program. Principals chose problem-solving workshops and superintendents selected programs in grammar.

The thirty-six inservice needs were also analyzed by grade level---elementary (1-6), secondary (7-12) and mixed (both)---to examine needs that vary by position in the grade structure. These crosstabulations are shown in Tables 3.3.7 and 3.3.8. The majority of the results are consistent across grade levels with the exception of areas where there was a topic that obviously would be applicable to only one grade level. These included programs relating to reading readiness, helping underachievers in the high school, helping underachieving math students in high school, and math readiness. There were several topics in areas that would not be particularly related to a single set of grades in which the elementary teachers felt more positive interest than did the high school teachers.. These included the following three areas:

- o Developing learning centers for your classroom
- o Developing strategies for helping underachievers
- o Developing strategies for teaching the metric system at your grade level

In the responses of the principals, most percentages were similar for the various grade levels. However, there were again comprehensive

TABLE 3.3.7

PERCENTAGES AND RANKING OF RESPONSES INDICATING A DEGREE OF INTEREST IN PARTICIPATING IN STAFF DEVELOPMENT PROGRAMS FROM TEACHER QUESTIONNAIRE BY GRADE

Item		% RESPONDING								
		Much			Some			None		
		1-6	7-12	Mixed	1-6	7-12	Mixed	1-6	7-12	Mixed
	Teaching Strategies									
1.	Developing techniques for motivating students	74.2	78.6	76.8	23.4	19.5	20.9	2.4	1.9	2.3
2.	Developing techniques for identifying individual needs	63.9	54.5	56.6	31.7	42.2	38.2	4.4	3.3	5.2
3.	Making or adapting materials to meet individual needs	62.5	53.3	58.3	33.1	43.4	36.3	4.4	3.3	5.4
4.	Developing competency in making classroom tests	28.8	26.6	29.8	55.0	56.9	50.7	16.2	16.5	19.6
5.	Giving and interpreting standardized tests	17.0	15.5	20.1	59.5	51.1	48.0	23.5	33.4	31.9
6.	Becoming more familiar with children's/adolescents' literature	21.5	16.4	26.1	55.2	48.9	46.6	23.4	34.7	27.4
7.	Developing learning centers for your classroom	47.2	33.2	43.6	45.2	49.6	43.4	7.6	17.1	13.0
8.	Developing teaching strategies for math readiness	37.2	18.7	31.8	42.0	32.9	40.4	20.9	48.4	27.8
9.	Developing teaching strategies for reading readiness	44.6	34.9	42.0	37.9	40.9	39.6	17.6	24.2	18.5
10.	Studying effective questioning techniques	25.4	33.8	30.7	54.5	53.6	54.3	20.0	12.6	15.0
11.	Studying pupil-teacher interaction patterns to analyze one's own teaching style	34.2	43.3	39.8	50.8	46.6	45.8	15.0	10.1	14.4

TABLE 3.3.7 (continued)

PERCENTAGES AND RANKING OF RESPONSES INDICATING A DEGREE OF INTEREST IN PARTICIPATING IN STAFF DEVELOPMENT PROGRAMS FROM TEACHER QUESTIONNAIRE BY GRADE

Item	% RESPONDING								
	Much			Some			None		
	1-6	7-12	Mixed	1-6	7-12	Mixed	1-6	7-12	Mixed
12. Teaching reading through language-experience	34.8	29.2	37.1	54.9	44.3	45.3	10.3	26.5	17.6
13. Developing strategies for helping underachievers	70.6	57.6	65.8	27.2	34.2	30.8	2.2	8.2	3.4
14. Developing strategies for helping underachievers in the high school	12.6	60.8	35.5	12.8	28.8	26.0	74.6	10.3	38.5
15. Developing strategies for helping underachieving math students in the middle grades	32.2	21.6	37.1	29.1	28.8	32.6	38.6	49.6	30.2
16. Developing strategies for helping underachieving math students in the high school	9.5	29.3	22.6	13.5	25.9	22.9	77.0	44.8	54.5
17. Developing strategies for teaching the metric system at your grade level	37.5	21.0	34.6	46.6	35.6	38.8	15.9	43.5	26.5
18. Developing strategies for teaching thinking skills (observing, comparing, classifying, summarizing, etc.)	55.6	57.9	55.2	38.3	37.4	38.0	6.1	4.7	6.8
19. Studying grouping strategies	24.2	23.0	21.9	56.3	52.1	56.2	19.5	24.8	21.9
20. Developing teaching strategies in oral communication	38.2	38.9	34.3	51.6	47.3	53.9	10.1	13.8	11.8
21. Developing approaches to teaching written communication	53.9	52.8	49.5	40.6	35.7	41.8	5.5	11.5	8.7
22. Developing strategies for teaching math "survival" skills	39.7	28.1	35.6	48.9	36.9	44.4	11.5	35.0	19.9

TABLE 3.3.7 (continued)

PERCENTAGES AND RANKING OF RESPONSES INDICATING A DEGREE OF INTEREST IN PARTICIPATING IN STAFF DEVELOPMENT PROGRAMS FROM TEACHER QUESTIONNAIRE BY GRADE

Item		% RESPONDING								
		Much			Some			None		
		1-6	7-12	Mixed	1-6	7-12	Mixed	1-6	7-12	Mixed
	Comprehensive Planning									
23.	Working with the rest of the faculty to conduct a needs assessment	30.5	39.7	38.2	56.8	48.7	49.3	12.7	11.6	12.5
24.	Construction with other teachers a list of teacher competencies	28.4	31.4	31.8	53.1	50.9	54.1	18.5	17.6	14.1
25.	Defining with other teachers overall goals for your subject area	44.7	54.1	52.0	47.2	37.7	40.7	8.1	8.2	7.3
26.	Working with others to define the objectives which will be evaluated	40.5	42.7	43.6	48.7	46.7	48.8	10.8	10.6	7.6
27.	Preparing with other teachers a scope and sequence plan for your subject area	38.8	50.9	47.2	46.8	38.7	43.1	14.4	10.4	9.8
28.	Working with others to prepare a program plan for your subject area which would include isolating principles for a quality program, identifying personnel and their roles, and selecting materials to be used	33.8	46.8	41.4	49.3	41.2	48.2	16.8	12.0	10.4
29.	Working with others to define how the progress of pupils will be monitored in your content area	40.1	45.2	43.1	50.6	46.3	47.2	9.3	8.4	9.8

TABLE 3.3.7 (continued)

PERCENTAGES AND RANKING OF RESPONSES INDICATING A DEGREE OF INTEREST IN PARTICIPATING IN STAFF DEVELOPMENT PROGRAMS FROM TEACHER QUESTIONNAIRE BY GRADE

Item	% RESPONDING								
	Much			Some			None		
	1-6	7-12	Mixed	1-6	7-12	Mixed	1-6	7-12	Mixed
Refresher Workshops									
30. grammar	37.2	36.3	41.1	44.0	38.8	34.8	18.9	24.9	24.1
31. composition	33.5	42.2	38.8	49.2	34.8	40.2	17.2	23.0	21.0
32. computation	22.8	14.9	22.1	53.6	38.8	46.2	23.6	46.3	31.7
33. problem solving	32.1	25.9	34.4	50.7	39.7	41.9	17.2	34.4	23.7
34. nutrition	15.1	14.8	16.0	48.2	32.4	44.0	36.7	52.8	40.0
35. varying rates of reading	45.0	35.8	49.9	42.1	40.1	32.1	12.9	24.1	17.1
36. oral communication	41.1	43.5	45.2	47.3	38.0	40.7	11.6	18.5	14.1

TABLE 3.3.8

PERCENTAGES AND RANKING OF RESPONSES INDICATING A DEGREE OF INTEREST IN PARTICIPATING IN STAFF DEVELOPMENT PROGRAMS FROM PRINCIPAL QUESTIONNAIRE BY GRADE

Item	% RESPONDING								
	Much			Some			None		
	1-6	7-12	Mixed	1-6	7-12	Mixed	1-6	7-12	Mixed
Teaching Strategies									
1. Developing techniques for motivating students	73.7	90.0	70.6	26.3	10.0	29.4	--	--	--
2. Developing techniques for identifying individual needs	61.1	60.0	58.8	38.9	40.0	41.2	--	--	--
3. Making or adapting materials to meet individual needs	61.1	50.0	52.9	33.3	50.0	47.1	5.6	.0	.0
4. Developing competency in making classroom tests	52.6	47.4	52.9	47.4	42.1	47.1	.0	10.5	.0
5. Giving and interpreting standardized tests	35.3	15.0	56.3	52.9	65.0	37.5	11.8	20.0	6.3
6. Becoming more familiar with children's/adolescents' literature	22.2	.0	18.8	61.1	75.0	68.8	16.7	25.0	12.5
7. Developing learning centers for your classroom	47.1	30.0	29.4	41.2	65.0	64.7	11.8	5.0	5.9
8. Developing teaching strategies for math readiness	42.1	55.0	31.3	57.9	35.0	62.5	.0	10.0	6.3
9. Developing teaching strategies for reading readiness	63.2	65.0	50.0	36.8	25.0	50.0	.0	10.0	.0
10. Studying effective questioning techniques	47.1	10.0	31.3	47.1	90.0	62.5	5.9	.0	6.3

TABLE 3.3.8 (continued)

PERCENTAGES AND RANKING OF RESPONSES INDICATING A DEGREE OF INTEREST IN PARTICIPATING IN STAFF DEVELOPMENT PROGRAMS FROM PRINCIPAL QUESTIONNAIRE BY GRADE

Item	% RESPONDING								
	Much			Some			None		
	1-6	7-12	Mixed	1-6	7-12	Mixed	1-6	7-12	Mixed
11. Studying pupil-teacher interaction patterns to analyze one's own teaching style	57.9	35.0	58.8	26.3	60.0	35.3	15.8	5.0	5.9
12. Teaching reading through language-experience	33.3	35.0	56.3	66.7	60.0	37.5	.0	5.0	6.3
13. Developing strategies for helping underachievers	77.8	75.0	76.5	22.2	25.0	23.5	--	--	--
14. Developing strategies for helping underachievers in the high school	33.3	73.7	37.5	6.7	21.1	43.8	60.0	5.3	18.8
15. Developing strategies for helping underachieving math students in the middle grades	47.1	65.0	52.9	29.4	30.0	47.1	23.5	5.0	.0
16. Developing strategies for helping underachieving math students in the high school	20.0	78.9	43.8	13.3	15.8	43.8	66.7	5.3	12.5
17. Developing strategies for teaching the metric system at your grade level	47.4	20.0	47.1	52.6	70.0	47.1	.0	10.0	5.9
18. Developing strategies for teaching thinking skills (observing, comparing, classifying, summarizing, etc.)	52.6	60.0	75.0	47.4	35.0	25.0	.0	5.0	.0
19. Studying grouping strategies	22.2	15.0	11.8	66.7	70.0	88.2	11.1	15.0	.0
20. Developing teaching strategies in oral communication	38.9	35.0	35.7	61.1	50.0	64.3	.0	15.0	.0

TABLE 3.3.8 (continued)

PERCENTAGES AND RANKING OF RESPONSES INDICATING A DEGREE OF INTEREST IN PARTICIPATING IN STAFF DEVELOPMENT PROGRAMS FROM PRINCIPAL QUESTIONNAIRE BY GRADE

Item	% RESPONDING								
	Much			Some			None		
	1-6	7-12	Mixed	1-6	7-12	Mixed	1-6	7-12	Mixed
21. Developing approaches to teaching written communication	55.6	55.0	52.9	44.4	35.0	47.1	.0	10.0	.0
22. Developing strategies for teaching math "survival" skills	41.2	70.0	52.9	58.8	30.0	47.1	--	--	--
Comprehensive Planning									
23. Working with the rest of the faculty to conduct a needs assessment	33.3	47.4	58.8	61.1	42.1	35.3	5.6	10.5	5.9
24. Construction with other teachers a list of teacher competencies	50.0	36.8	52.9	50.0	57.9	41.2	.0	5.3	5.9
25. Defining with other teachers overall goals for your subject area	44.4	52.6	50.0	55.6	42.1	50.0	.0	5.3	.0
26. Working with others to define the objectives which will be evaluated	57.9	47.4	41.2	36.8	47.4	52.9	5.3	5.3	5.9
27. Preparing with other teachers a scope and sequence plan for your subject area	47.4	26.3	76.5	47.4	73.7	17.6	5.3	.0	5.9
28. Working with others to prepare a program plan for your subject area which would include isolating principles for a quality program, identifying personnel and their roles, and selecting materials to be used	41.2	21.1	68.8	52.9	73.7	25.0	5.9	5.3	6.3

TABLE 3.3.8 (continued)

PERCENTAGES AND RANKING OF RESPONSES INDICATING A DEGREE OF INTEREST IN PARTICIPATING IN STAFF DEVELOPMENT PROGRAMS FROM PRINCIPAL QUESTIONNAIRE BY GRADE

Item	% RESPONDING								
	Much			Some			None		
	1-6	7-12	Mixed	1-6	7-12	Mixed	1-6	7-12	Mixed
29. Working with others to define how the progress of pupils will be monitored in your content area	42.1	21.1	52.9	52.6	73.7	47.1	5.3	5.3	.0
Refresher Workshops									
30. grammar	52.9	52.6	40.0	29.4	26.3	40.0	17.6	21.1	20.0
31. composition	52.9	42.1	35.7	23.5	36.8	64.3	23.5	21.1	.0
32. computation	35.3	21.1	26.7	35.3	57.9	66.7	29.4	21.1	6.7
33. problem solving	38.9	36.8	68.8	33.3	52.6	31.3	27.8	10.5	.0
34. nutrition	11.8	15.8	26.7	52.9	36.8	60.0	35.3	47.4	13.3
35. varying rates of reading	44.4	21.1	53.3	44.4	57.9	40.0	11.1	21.1	6.7
36. oral communication	35.3	42.1	46.7	52.9	42.1	46.7	11.8	15.8	6.7

planning programs in which elementary principals showed more interest that did their high school counterparts. These areas are listed below:

- o Giving and interpreting standardized tests
- o Developing learning centers for your classroom
- o Studying effective questioning techniques
- o Studying pupil - teacher interaction patterns
- o Developing strategies for teaching the metric system at your school

When the responses given by teachers are crosstabulated by years of experience, type of degree, and size of school, the results are shown in Tables 3.3.9 through 3.3.11. (Only the teachers are tabulated since most principals and superintendents have more than 12 years of experience and have done work beyond the master's level. There are not enough cases that fall into the other categories of experience and degree type to make valid statistical comparisons.)

There are four levels of teaching experience: under four years, four-to-eight years, nine-to-twelve years, and over twelve years. The interest in staff development programs indicated by a response of "much" is shown in Table 3.3.9. There is fairly consistent agreement shown by the teachers across the four stages of experience, indicating that teaching experience per se is not necessarily related to inservice. That is, their interest does not seem to "wane" with more years of teaching experience behind them (see Lortie, 1975).

Consistent percentages are also shown by degree type in Table 3.3.10. The responses of "much" to the questions concerning inservice needs are broken-down by three degree types--BS/BA, MS/MA, and work

TABLE 3.3.9

PERCENTAGES AND RANKINGS OF RESPONSES INDICATING A DEGREE OF INTEREST IN PARTICIPATING IN STAFF DEVELOPMENT PROGRAMS FROM TEACHER QUESTIONNAIRE

Item	% RESPONDING "MUCH" Years of Experience			
	< 4	4-8	9-12	> 12
Teaching Strategies				
1. Developing techniques for motivating students	77.3	77.7	76.7	75.3
2. Developing techniques for identifying individual needs	60.3	56.9	58.1	57.8
3. Making or adapting materials to meet individual needs	59.6	58.0	53.4	58.5
4. Developing competency in making classroom tests	23.0	27.6	28.8	29.5
5. Giving and interpreting standardized tests	13.5	16.5	18.1	18.5
6. Becoming more familiar with children's/adolescents' literature	20.8	23.4	16.6	19.8
7. Developing learning centers for your classroom	43.3	43.6	33.0	41.2
8. Developing teaching strategies for math readiness	30.7	28.8	25.5	28.4
9. Developing teaching strategies for reading readiness	45.2	42.5	38.8	36.9
10. Studying effective questioning techniques	29.4	30.9	28.7	30.4
11. Studying pupil-teacher interaction patterns to analyze one's own teaching style	47.2	40.3	38.2	37.6
12. Teaching reading through language-experience	32.6	36.1	29.2	33.4

TABLE 3.3.9 (continued)

PERCENTAGES AND RANKING OF RESPONSES INDICATING A DEGREE OF INTEREST IN PARTICIPATING IN STAFF DEVELOPMENT PROGRAMS FROM TEACHER QUESTIONNAIRE

Item	% RESPONDING "MUCH" Years of Experience			
	< 4	4-8	9-12	> 12
13. Developing strategies for helping underachievers	67.8	64.2	60.9	63.3
14. Developing strategies for helping underachievers in the high school	40.9	38.6	38.4	39.1
15. Developing strategies for helping underachieving math students in the middle grades	25.1	29.5	27.8	29.9
16. Developing strategies for helping underachieving math students in the high school	22.6	21.0	22.1	20.3
17. Developing strategies for teaching the metric system at your grade level	27.5	29.2	27.2	32.0
18. Developing strategies for teaching thinking skills (observing, comparing, classifying, summarizing, etc.)	58.9	58.5	53.5	56.1
19. Studying grouping strategies	23.2	23.9	19.6	24.4
20. Developing teaching strategies in oral communication	38.1	37.2	35.7	38.6
21. Developing approaches to teaching written communication	55.3	52.6	51.3	51.8
22. Developing strategies for teaching math "survival" skills	35.6	37.7	30.4	32.2

TABLE 3.3.9 (continued)

PERCENTAGES AND RANKING OF RESPONSES INDICATING A DEGREE OF INTEREST IN PARTICIPATING IN STAFF DEVELOPMENT PROGRAMS FROM TEACHER QUESTIONNAIRE

Item		% RESPONDING "MUCH" Years of Experience			
		< 4	4-8	9-12	> 12
	Comprehensive Planning				
23.	Working with the rest of the faculty to conduct a needs assessment	35.2	35.3	31.7	40.5
24.	Construction with other teachers a list of teacher competencies	31.3	32.8	24.5	32.0
25.	Defining with other teachers overall goals for your subject	53.3	51.9	47.3	50.6
26.	Working with others to define the objectives which will be evaluated	40.8	45.2	39.8	41.8
27.	Preparing with other teachers a scope and sequence plan for your subject area	46.3	45.3	44.2	47.5
28.	Working with others to prepare a program plan for your subject area which would include isolating principles for a quality program, identifying personnel and their roles, and selecting materials to be used	46.1	40.9	38.4	40.9
29.	Working with others to define how the progress of pupils will be monitored in your content area	45.8	40.4	39.5	45.0
	Refresher Workshops				
30.	grammar	49.7	38.1	35.9	34.4

TABLE 3.3.9 (continued)

PERCENTAGES AND RANKING OF RESPONSES INDICATING A DEGREE OF INTEREST IN PARTICIPATING IN STAFF DEVELOPMENT PROGRAMS FROM TEACHER QUESTIONNAIRE

Item	% RESPONDING "MUCH" Years of Experience			
	< 4	4-8	9-12	> 12
31. composition	40.8	40.5	40.7	34.8
32. computation	18.9	21.1	18.7	18.9
33. problem solving	29.1	30.9	26.9	31.2
34. nutrition	15.4	13.6	15.2	16.5
35. varying rates of reading	45.7	40.8	40.5	42.5
36. oral communication	51.4	40.9	38.4	44.2

TABLE 3.3.10

PERCENTAGES AND RANKING OF RESPONSES INDICATING A DEGREE OF INTEREST IN PARTICIPATING IN STAFF DEVELOPMENT PROGRAMS FROM TEACHER QUESTIONNAIRE

Item	% RESPONDING "MUCH"		
	Degree Type		
	BS or BA	MS or MA	Beyond MA
Teaching Strategies			
1. Developing techniques for motivating students	75.9	78.7	74.2
2. Developing techniques for identifying individual needs	57.1	58.1	61.0
3. Making or adapting materials to meet individual needs	57.4	57.9	57.3
4. Developing competency in making classroom tests	28.2	27.8	28.6
5. Giving and interpreting standardized tests	17.0	15.9	21.3
6. Becoming more familiar with children's/adolescents' literature	20.2	20.7	19.1
7. Developing learning centers for your classroom	42.3	39.6	34.7
8. Developing teaching strategies for math readiness	29.5	26.8	26.0
9. Developing teaching strategies for reading readiness	41.5	38.5	36.2
10. Studying effective questioning techniques	29.9	28.9	32.7
11. Studying pupil-teacher interaction patterns to analyze one's own teaching style	41.1	36.5	39.8

TABLE 3.3.10 (continued)

PERCENTAGES AND RANKING OF RESPONSES INDICATING A DEGREE OF INTEREST IN PARTICIPATING IN STAFF DEVELOPMENT PROGRAMS FROM TEACHER QUESTIONNAIRE

Item	% RESPONDING "MUCH" Degree Type		
	BS or BA	MS or MA	Beyond MA
12. Teaching reading through language-experience	34.3	33.5	27.8
13. Developing strategies for helping underachievers	65.7	60.8	63.4
14. Developing strategies for helping underachievers in the high school	37.3	38.1	47.8
15. Developing strategies for helping underachieving math students in the middle grades	29.7	26.0	31.8
16. Developing strategies for helping underachieving math students in the high school	20.4	20.7	25.1
17. Developing strategies for teaching the metric system at your grade level	30.2	30.3	27.7
18. Developing strategies for teaching thinking skills (observing, comparing, classifying, summarizing, etc.)	56.6	53.9	60.4
19. Studying grouping strategies	23.7	20.4	26.9
20. Developing teaching strategies in oral communication	36.3	38.9	40.0
21. Developing approaches to teaching written communication	53.0	52.2	51.0
22. Developing strategies for teaching math "survival" skills	33.2	32.3	37.9

TABLE 3.3.10 (continued)

PERCENTAGES AND RANKING OF RESPONSES INDICATING A DEGREE OF INTEREST IN PARTICIPATING IN STAFF DEVELOPMENT PROGRAMS FROM TEACHER QUESTIONNAIRE

Item		% RESPONDING "MUCH" Degree Type		
		BS or BA	MS or MA	Beyond MA
	Comprehensive Planning			
23.	Working with the rest of the faculty to conduct a needs assessment	38.7	34.1	35.7
24.	Construction with other teachers a list of teacher competencies	31.3	29.3	30.5
25.	Defining with other teachers overall goals for your subject area	52.8	49.6	45.4
26.	Working with others to define the objectives which will be evaluated	43.8	40.5	40.8
27.	Preparing with other teachers a scope and sequence plan for your subject area	45.4	45.8	49.2
28.	Working with others to prepare a program plan for your subject area which would include isolating principles for a quality program, identifying personnel and their roles, and selecting materials to be used	40.0	42.4	42.7
29.	Working with others to define how the progress of pupils will be monitored in your content area	43.4	41.0	45.0
	Refresher Workshops			
30.	grammar	40.9	34.0	32.6

TABLE 3.3.10 (continued)

PERCENTAGES AND RANKING OF RESPONSES INDICATING A DEGREE OF INTEREST IN PARTICIPATING IN STAFF DEVELOPMENT PROGRAMS FROM TEACHER QUESTIONNAIRE

Item	% RESPONDING "MUCH" Degree Type		
	BS or BA	MS or MA	Beyond MA
31. composition	39.1	37.3	37.4
32. computation	18.9	19.0	21.4
33. problem solving	30.1	26.9	36.2
34. nutrition	16.7	14.2	14.0
35. varying rates of reading	45.1	40.8	35.9
36. oral communication	44.3	42.0	39.8

TABLE 3.3.11

PERCENTAGES AND RANKING OF RESPONSES INDICATING A DEGREE OF INTEREST IN PARTICIPATING IN STAFF DEVELOPMENT PROGRAMS FROM TEACHER QUESTIONNAIRE

Item	% RESPONDING "MUCH" Size of School		
	< 250	250-500	> 500
Teaching Strategies			
1. Developing techniques for motivating students	64.1	77.9	77.0
2. Developing techniques for identifying individual needs	58.7	60.5	56.2
3. Making or adapting materials to meet individual needs	62.6	62.2	53.7
4. Developing competency in making classroom tests	28.3	26.9	28.2
5. Giving and interpreting standardized tests	20.9	18.6	15.7
6. Becoming more familiar with children's/adolescents' literature	22.2	21.4	19.2
7. Developing learning centers for your classroom	41.3	48.7	35.1
8. Developing teaching strategies for math readiness	33.0	33.9	24.0
9. Developing teaching strategies for reading readiness	41.1	44.1	36.4
10. Studying effective questioning techniques	32.2	25.4	32.4
11. Studying pupil-teacher interaction patterns to analyze one's own style	38.0	37.5	39.6

TABLE 3.3.11 (continued)

PERCENTAGES AND RANKING OF RESPONSES INDICATING A DEGREE OF INTEREST IN PARTICIPATING IN STAFF DEVELOPMENT PROGRAMS FROM TEACHER QUESTIONNAIRE

Item	% RESPONDING "MUCH" Size of School		
	< 250	250-500	> 500
12. Teaching reading through language-experience	37.4	38.5	29.0
13. Developing strategies for helping underachievers	62.6	67.7	61.6
14. Developing strategies for helping underachievers in the high school	24.1	30.2	45.9
15. Developing strategies for helping underachieving math students in the middle grades	23.9	32.7	27.2
16. Developing strategies for helping underachieving math students in the high school	12.6	21.7	22.1
17. Developing strategies for teaching the metric system at your grade level	42.9	36.0	24.4
18. Developing strategies for teaching thinking skills (observing, comparing, classifying, summarizing, etc.)	57.8	55.4	56.4
19. Studying grouping strategies	21.3	25.8	21.8
20. Developing teaching strategies in oral communication	41.1	40.5	35.7
21. Developing approaches to teaching written communication	55.1	54.4	50.7
22. Developing strategies for teaching math "survival" skills	30.4	39.9	30.3

TABLE 3.3.11 (continued)

PERCENTAGES AND RANKING OF RESPONSES INDICATING A DEGREE OF INTEREST IN PARTICIPATING IN STAFF DEVELOPMENT PROGRAMS FROM TEACHER QUESTIONNAIRE

Item		% RESPONDING "MUCH" Size of School		
		< 250	250-500	> 500
	Comprehensive Planning			
23.	Working with the rest of the faculty to conduct a needs assessment	32.6	35.9	37.1
24.	Construction with other teachers a list of teacher competencies	35.6	29.7	30.1
25.	Defining with other teachers overall goals for your subject area	43.2	50.2	51.4
26.	Working with others to define the objectives which will be evaluated	37.9	41.7	42.9
27.	Preparing with other teachers a scope and sequence plan for your subject area	42.5	40.6	49.1
28.	Working with others to prepare a program plan for your subject area which would include isolating principles for a quality program, identifying personnel and their roles, and selecting materials to be used	34.5	39.1	42.4
29.	Working with others to define how the progress of pupils will be monitored in your content area	39.3	44.2	41.9
	Refresher Workshops			
30.	grammar	34.5	39.1	36.8

TABLE 3.3.11 (continued)

PERCENTAGES AND RANKING OF RESPONSES INDICATING A DEGREE OF INTEREST IN PARTICIPATING IN STAFF DEVELOPMENT PROGRAMS FROM TEACHER QUESTIONNAIRE

Item	% RESPONDING "MUCH" Size of School		
	< 250	250-500	> 500
31. composition	32.6	39.3	38.0
32. computation	21.8	21.4	15.0
33. problem solving	29.9	35.8	26.5
34. nutrition	20.5	15.9	14.0
35. varying rates of reading	45.5	47.0	38.3
36. oral communication	43.2	45.7	41.4

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beyond the master's level---and do not suggest substantial differences by degree.

Finally, Table 3.3.11 presents the crosstabulation of responses by size of school. There are no significant differences in the "much" responses given by teachers to the staff development areas. Thus, teachers in "small" schools report similar degrees of inservice interest as do teachers in "large" schools.

The Basic Skills: Which Ones More Important?

The T/P/S and community surveys contained a series of questions involving items designed to establish a prioritization of the four basic skills areas. These items are called a "paired-comparison" technique since every possible combination of basic skills areas are presented to the respondent who has to choose a more important skill in every comparative case. These four areas---reading, mathematics, writing, and speaking were compared in six groups of two. For each pair, the respondent was asked to choose which skill he/she felt was in more need of improvement. The six possible pairs of comparisons yield a matrix of porportions that can be rank-ordered on the basis of how many times each skill was chosen over the other three (see Appendix E).

The relative ordering of these four basic skill areas by sample is given below (the number in parenthesis is an arbitrary scale value for each basic skill when the lowest-ranked skill is set to zero).

COMMUNITY	TEACHERS	PRINCIPALS	SUPERINTENDENTS
1. Reading (1.07)	1. Reading (1.30)	1. Reading (1.14)	1. Reading (1.32)
2. Math (0.64)	2. Writing (0.67)	2. Writing (0.74)	2. Math (0.47)
3. Writing (0.09)	3. Math (0.39)	3. Math (0.36)	3. Writing (0.41)
4. Speaking (0.00)	4. Speaking (0.00)	4. Speaking (0.00)	4. Speaking (0.00)

All four groups agree that reading skills are in the greatest need of improvement. The teachers and principals are in accord about the priorities of writing and mathematics which is reversed in the priorities assigned them in the community and superintendents surveys. The differences between writing and math, however, are not large in the superintendents group and might just as easily be considered in agreement with teachers and principals. Lastly, all four groups agree that oral communication skills, while most definitely a need area in and of itself, is not as great a priority as the other three basic skills areas. An important note is that these figures do not indicate any absolute level of need for basic skills; rather they only serve to establish a subjectively evaluated priority within basic skills themselves.

Chapter Four

SUMMARY AND PROGRAMMATIC IMPLICATIONS

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This state-wide needs assessment of basic skills presents several findings which, although interesting in their own right to those involved in public education, taken together provide a framework for the formation of educational policies aimed at basic skills curricula. We make no firm suggestions at specific programmatic action in basic skills since that is beyond our charge for this report. However, after a capsule summary of some of the more important research findings, a series of programmatic implications are offered for more counseled consideration. These implications are principally designed to generate more systematic, evaluative thinking in basic skills curriculum development for educators in Mississippi.

Summary of Research Findings

Students:

- are generally positive in their evaluations of the basic skills preparation by schools they attend; are more positive about skills more likely to be used in daily classroom activities and less positive about skills utilized more frequently in other non-school areas
- exhibit traditional sex-role differences in evaluations of school preparation given them in basic skills: girls more positive about verbal-related skills and boys more positive about analytical or quantitative skills

- o in "small" schools evaluate school-based preparation higher than their peers in larger schools on skill areas more facilitated by lesser enrollments: giving a speech, group discussion, etc.

Community Members:

- o clearly regard basic skills as essential to student education but rigidly do not support a fundamentalist "back-to-basics only" trend, saying that schools should teach other subjects as well
- o definitely feel that local schools are not doing "enough" in the basic skills, especially adults with children currently enrolled in school
- o believe that both school and non-school factors determine students' reading and writing progress
- o express interest in educational programs aimed at adult audiences
- o are almost evenly split on the issue of satisfaction with local school services; some are satisfied (47%), some are not (33%)
- o do not feel that community resources are being used to enrich local school curricula to the extent that they could be; women are more positive than men; county school district residents are particularly of the opinion that very little of the local resources are used in schools
- o reach consensus that school dropout results from: students getting bored in school, failing academically, and getting into disciplinary problems

Teachers, Principals, and Superintendents:

- o do not necessarily perceive the same subskill needs in the basic skills; more consensus is reached on oral-written communication subskill needs, in contrast to relative disagreement on needs in math or reading subskills; principals tend to differ from teachers and superintendents in needs-definition
- o feel that listening carefully and paragraph composition are important communication subskill needs; that the use of math in everyday situations is an important mathematics subskill need; and that critical reading and using context cues are important reading subskill needs
- o identify the development of techniques for motivating students as the most highly desired inservice teaching strategy program

- o desire assistance in "goals-definition" for several areas in terms of comprehensive planning development
- o agree that refresher workshops in oral communication are a key inservice need
- o varied somewhat on many opinions, perceptions, and evaluations, suggesting that needs-definitions must be considered from multiple perspectives, depending upon the role and position of the "definer"

Programmatic Implications

Implications for school programs suggested by these data are many, but can be summarized in two primary categories: the school, in terms of its personnel and curriculum, and the community.

School Personnel

The data indicate school personnel are in close agreement concerning the relative importance of subskills in oral and written communication. But differences of opinion can be found, where math skills and reading skills are involved. These differences of opinion, when occurring within a school district, have the potential for devastating basic skills programs. One way to identify differences of opinions and circumvent potential problem areas is to conduct a local needs assessment and develop priorities on the basis of the needs discovered. Following the steps outlined below will not clarify goals to everyone's satisfaction; however, it will enable school personnel to form some consensus concerning program thrusts before new programs are implemented or old ones adapted.

A rough flow chart for a needs assessment is presneted in Figure 4.1. More extensive information concerning each step of the assessment model can be found in Kaufman and English (1976).

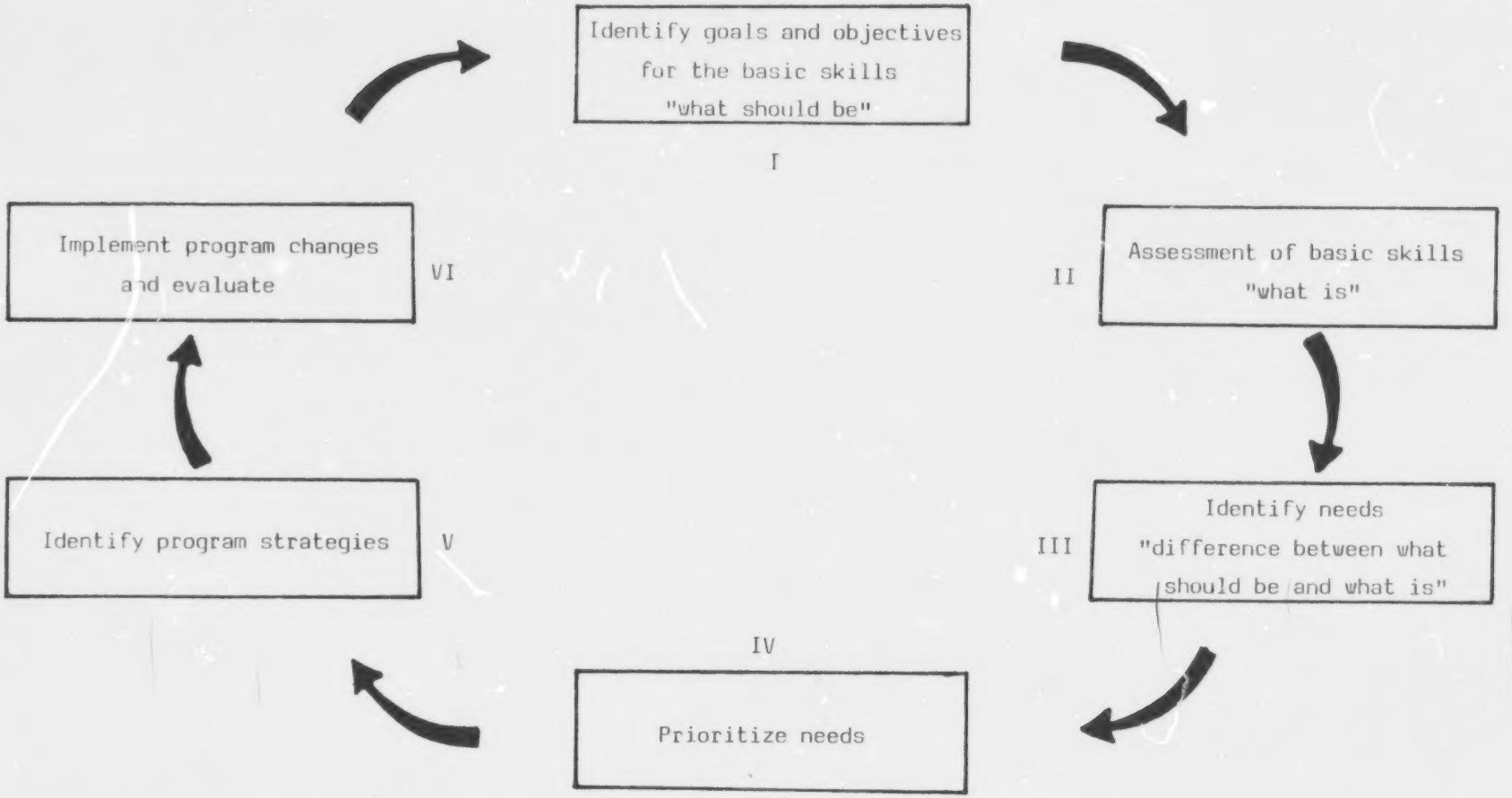

Figure 4.1
Needs Assessment Flowchart

The first step necessitates the involvement of all people who have a legitimate and valid concern for basic skills education. This would certainly include representatives from all aspects of school life and representatives from the community. The second step involves the collection and reporting of pertinent data (Step II). The next step simply involves the finding of discrepancies between what people feel should exist and what actually exists. Step IV is a crucial area in which school personnel and community members decide upon which needs identified in the assessment should have priority in terms of program improvement. Once these priority needs are identified, possible solution strategies can be developed and appropriate ones selected for implementation. The sixth step involves the actual implementation and evaluation of program changes. The arrow from the sixth step back to the first step denotes the continuous nature of assessment strategies.

School districts should be cautioned against strict extrapolation of program implications which reflect state-wide concerns to local concerns. It is strongly suggested that districts conduct their own assessments before implementing programs intended to upgrade education in the basic skills.

School Curriculum

By looking at the rankings of items in the subskill area on the teacher questionnaire (Chapter Three), suggestions can be inferred which might affect program development in the basic skills. The rankings in the area of reading suggest programs which focus primarily on reading comprehension (as opposed to programs which deal primarily with word recognition skills). More specifically, the program would not be limited to instruction on the literal level, but would also

include strong components at the interpretive and critical levels. Another area of concern to teachers are strategies used to "unlock" unknown words. The use of context as a need strategy was first in the rankings. A strategy which calls for students to focus on predictable patterns within words in order to figure out an unknown word was also highly ranked as a need. The phonics approach (using letter/sound relationships to figure the meaning of unknown words) was not considered as great a need as the two previously mentioned strategies.

In mathematics, teachers (as well as principals and superintendents) placed as their top-ranked need application of math to everyday situations. Teachers also highly ranked basic computational skills and problem solving as needs. Being alert to the reasonableness of mathematical results is a needed skill which focuses primarily on understanding mathematical concepts. Concentrating on these highly ranked subskills would suggest a math program which focuses on building math concepts in addition to basic computational skills. Activities would involve solving math problems typical of those found in the work world and other real life situations.

Programmatic needs dealing with written communication deal chiefly with needs in the areas of mechanics, organization, and the structure of writing. A program developed with these needs in mind would have the following components: a strong emphasis on spelling; review and practice of punctuation and capitalization rules; techniques and practice on writing complete sentences; a concentration on logical, orderly thought necessary to paragraph and theme writing.

Oral communication skills were ranked along with written communication skills and because writing skills are viewed as more criti-

cal needs, only one oral communication need surfaced in the top five. However, this need---listening purposefully and accurately---was ranked as the greatest need in both areas. Language programs at all grade levels which have strong elements focusing on auditory perception, auditory memory and concentration would be desirable.

Community

The other group which is implicated in the data is the community. The findings indicate a desire on the part of the community to be included in school programs and functions. Community members also expressed dissatisfaction with school services and a need for increased utilization of community resources in local school curricula.

Positive, supporting relationships can be formed with the community through extending school services to the community. Providing awareness sessions and various classes including adult basic education classes, student service groups which provide services to the community can involve substantial numbers of community members who might not otherwise have any contact with schools.

The community can become involved in schools in a variety of direct and non-direct activities:

- volunteer work
- advisory boards
- utilization of television and radio
- newsletters
- newspaper articles
- open house
- school fairs

- o presentations to civic groups
- o business and industry involvement in career awareness
- o student placement service

Local and state chambers of commerce, state and local governmental agencies, civic service organizations, ministerial associations, as well as other groups can provide numerous services to schools industrious enough to simply identify resource areas and contact recommended resource people.

Community members in this state-wide sample have expressed an openness toward schools and a tentative desire to become involved. Schools should take advantage of these attitudes by seeking the acceptance and help of the community.

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Appendix A.

Teacher / Principal / Superintendent Questionaire

ADMINISTRATIVE AND TEACHER QUESTIONNAIRE

PART A: BASIC SKILLS ASSESSMENT

ORAL AND WRITTEN COMMUNICATION

The twenty items below pertain to oral and written communication skills. For each of these items, we would like for you to:

(1) circle the number on the left which indicates the degree to which you believe the the skill is desired of students in your school, and

(2) circle the number on the right which indicates the degree to which you believe the skill is accomplished by students in your school.

Place a check (✓) in the parentheses before any item which is not applicable to your schools.

DESIRED								ACCOMPLISHED				
Very Highly Desired	Highly Desired	Desired	Slightly Desired	Not Desired	Not Applicable			Very High Degree	High Degree	Acceptable	Limited Degree	Not At All
1	2	3	4	5	( )	1.	Legible handwriting	1	2	3	4	5
1	2	3	4	5	( )	2.	Correct spelling	1	2	3	4	5
1	2	3	4	5	( )	3.	Correct use of capital letters	1	2	3	4	5
1	2	3	4	5	( )	4.	Correct use of punctuation	1	2	3	4	5
1	2	3	4	5	( )	5.	Writing a complete, simple sentence	1	2	3	4	5
1	2	3	4	5	( )	6.	Writing a logical, orderly paragraph of at least five sentences	1	2	3	4	5
1	2	3	4	5	( )	7.	Writing a personal letter	1	2	3	4	5
1	2	3	4	5	( )	8.	Writing a business letter which seeks a solution to a simple problem	1	2	3	4	5
1	2	3	4	5	( )	9.	Completing applications and simple written forms	1	2	3	4	5
1	2	3	4	5	( )	10.	Writing a one page description, narration, or explanation	1	2	3	4	5
1	2	3	4	5	( )	11.	Using a telephone to inquire, inform, arrange, persuade, exchange ideas, or to be sociable	1	2	3	4	5
1	2	3	4	5	( )	12.	Interviewing	1	2	3	4	5
1	2	3	4	5	( )	13.	Sharing information and finding a solution through discussion	1	2	3	4	5
1	2	3	4	5	( )	14.	Listening purposefully and accurately	1	2	3	4	5
1	2	3	4	5	( )	15.	Listening and sharing in a conversation	1	2	3	4	5

DESIRED							ACCOMPLISHED				
Very Highly Desired	Highly Desired	Desired	Slightly Desired	Not Desired	Not Applicable		Very High Degree	High Degree	Acceptable	Limited Degree	Not At All
1	2	3	4	5	( ) 16.	Making a report before a group	1	2	3	4	5
1	2	3	4	5	( ) 17.	Making a speech which persuades, informs, or explains	1	2	3	4	5
1	2	3	4	5	( ) 18.	Telling a story without notes	1	2	3	4	5
1	2	3	4	5	( ) 19.	Reading orally with expression	1	2	3	4	5
1	2	3	4	5	( ) 20.	Dramatizing a role using appropriate vocal and facial expressions	1	2	3	4	5

MATHEMATICS

The ten items below pertain to mathematics skills. For each of these items, we would like for you to:

(1) circle the number on the left which indicates the degree to which you believe the skill is desired of students in your school, and

(2) circle the number on the right which indicates the degree to which you believe the skill is accomplished by students in your school.

Place a (✓) in the parentheses before any item which is not applicable to your school.

DESIRED							ACCOMPLISHED				
Very Highly Desired	Highly Desired	Desired	Slightly Desired	Not Desired	Not Applicable		Very High Degree	High Degree	Acceptable	Limited Degree	Not At All
1	2	3	4	5	( ) 21.	Solving textbook and non-textbook problems	1	2	3	4	5
1	2	3	4	5	( ) 22.	Applying mathematics to everyday situations	1	2	3	4	5
1	2	3	4	5	( ) 23.	Being alert to the reasonableness of mathematical results	1	2	3	4	5
1	2	3	4	5	( ) 24.	Estimating quantity, length, distance, etc.	1	2	3	4	5
1	2	3	4	5	( ) 25.	Adding, subtraction, multiplying, and dividing whole and decimal numbers	1	2	3	4	5
1	2	3	4	5	( ) 26.	Knowledge of basic geometric concepts	1	2	3	4	5
1	2	3	4	5	( ) 27.	Measuring distance, weight, time, capacity, and temperature	1	2	3	4	5
1	2	3	4	5	( ) 28.	Reading, interpreting, and constructing tables, charts, and graphs	1	2	3	4	5

DESIRED								ACCOMPLISHED					
Very Highly Desired	Highly Desired	Desired	Slightly Desired	Not Desired	Not Applicable			Very High Degree	High Degree	Acceptable	Limited Degree	Not At All	
1	2	3	4	5	( ) 29.	Using mathematics to predict		1	2	3	4	5	
1	2	3	4	5	( ) 30.	Understanding of what computers can and cannot do		1	2	3	4	5	

READING

The ten items below pertain to reading skills. For each of these items, we would like for you to:

(1) circle the number of the left which indicates the degree to which you believe the skill is desired of students in your school, and

(2) circle the number of the right which indicates the degree to which you believe the skill is accomplished by students in your school.

Place a check (✓) in the parentheses before any item which is not applicable to your school.

DESIRED								ACCOMPLISHED					
Very Highly Desired	Highly Desired	Desired	Slightly Desired	Not Desired	Not Applicable			Very High Degree	High Degree	Acceptable	Limited Degree	Not At All	
1	2	3	4	5	( ) 31.	Using context to figure out unknown words		1	2	3	4	5	
1	2	3	4	5	( ) 32.	Using predictable patterns within words to figure out unknown words		1	2	3	4	5	
1	2	3	4	5	( ) 33.	Using letter/sound relationships (phonics) to figure out unknown words		1	2	3	4	5	
1	2	3	4	5	( ) 34.	Using a dictonary to get meaning for unknown words		1	2	3	4	5	
1	2	3	4	5	( ) 35.	Comprehending written materials at a literal level (details, main idea, sequence, etc.)		1	2	3	4	5	
1	2	3	4	5	( ) 36.	Comprehending at an interpretive level (predicting outcomes, comparisons and contrasts, figures of speech, fact or fiction, etc.)		1	2	3	4	5	
1	2	3	4	5	( ) 37.	Reading critically (fact or opinion, propaganda, evaluation, etc.)		1	2	3	4	5	
1	2	3	4	5	( ) 38.	Locating, selecting, and organizing information		1	2	3	4	5	
1	2	3	4	5	( ) 39.	Establishing a reason for reading before reading		1	2	3	4	5	
1	2	3	4	5	( ) 40.	Using flexible rates of reading for materials of differing complexity		1	2	3	4	5	

Below are listed pairs of basic skills. Please consider each pair carefully and select the one from that pair which you feel is in more need of improvement. Place a check ( ) in the blank beside that skill.

1.	Oral communication	( )	Or	Written communication	( )
2.	Math	( )	Or	Written communication	( )
3.	Oral communication	( )	Or	Reading	( )
4.	Reading	( )	Or	Written communication	( )
5.	Math	( )	Or	Reading	( )
6.	Oral communication	( )	Or	Math	( )

PART B: INSERVICE NEEDS

If workshops or other types of staff development programs were provided on the topic areas listed below, you may be more interested in some than in others. Please circle the number that indicates your degree of interest in participating in these programs.

Teaching Strategies	Degree of Interest in Participating		
	Much	Some	None
1. Developing techniques for motivating students	1	2	3
2. Developing techniques for identifying individual needs	1	2	3
3. Making or adapting materials to meet individual needs	1	2	3
4. Developing competency in making classroom tests	1	2	3
5. Giving and interpreting standardized tests	1	2	3
6. Becoming more familiar with childrens/adolescents' literature	1	2	3
7. Developing learning centers for your classroom	1	2	3
8. Developing teaching strategies for math readiness	1	2	3
9. Developing teaching strategies for reading readiness	1	2	3
10. Studying effective questioning techniques	1	2	3
11. Studying pupil-teacher interaction patterns to analyze one's own teaching style	1	2	3
12. Teaching reading through language-experience	1	2	3
13. Developing strategies for helping underachievers	1	2	3
14. Developing strategies for helping underachievers in the high school		2	3
15. Developing strategies for helping underachieving math students in the middle grades	1	2	3
16. Developing strategies for helping underachieving math students in the high school	1	2	3
17. Developing strategies for teaching the metric system at your grade level	1	2	3
18. Developing strategies for teaching thinking skills (observing, comparing, classifying, summarizing, etc.)	1	2	3
19. Studying grouping strategies	1	2	3
20. Developing teaching strategies in oral communication	1	2	3
21. Developing approaches to teaching written communication	1	2	3
22. Developing strategies for teaching math "survival" skills	1	2	3

Comprehensive Planning	Degree of Interest in Participating: Much	Some	None
23. Working with the rest of the faculty to conduct a needs assessment	1	2	3
24. Constructing with other teachers a list of teacher competencies	1	2	3
25. Defining with other teachers overall goals for your subject area	1	2	3
26. Working with others to define the objectives which will be evaluated	1	2	3
27. Preparing with other teachers a scope and sequence plan for your subject area	1	2	3
28. Working with others to prepare a program plan for your subject area which would include isolating principles for a quality program, identifying personnel and their roles, and selecting materials to be used	1	2	3
29. Working with others to define how the progress of pupils will be monitored in your content area	1	2	3

Refresher Workshops	Degree of Interest in Participating: Much	Some	None
To what degree would you be interested in participating in a workshop to refresh you in the following areas?			
30. grammar	1	2	3
31. composition	1	2	3
32. computation	1	2	3
33. problem solving	1	2	3
34. nutrition	1	2	3
35. varying rates of reading	1	2	3
36. oral communication	1	2	3

SDE BASIC SKILLS NEEDS ASSESSMENT
Spring, 1980

GENERAL INFORMATION

Please check the appropriate box(es)

1. Grades taught:

( ) 1st grade; ( ) 2nd grade; ( ) 3rd grade; ( ) 4th grade

( ) 5th grade; ( ) 6th grade; ( ) 7th grade; ( ) 8th grade

( ) 9th grade; ( ) 10th grade; ( ) 11th grade; ( ) 12th grade

( ) Elementary Principal ( ) Secondary Principal ( ) Superintendent

2. Subjects taughts:

( ) Reading; ( ) Language Arts; ( ) Social Studies;

( ) Science; ( ) Health and PE; ( ) Math;

( ) Vocational and Career Education; ( ) Other (please list)

_____

_____

_____

3. Size of School:

( ) Under 250 pupils: ( ) 250-500 pupils; ( ) Over 500 pupils

4. School includes grades:

( ) 1st grade; ( ) 2nd grade; ( ) 3rd grade; ( ) 4th grade;

( ) 5th grade; ( ) 6th grade; ( ) 7th grade; ( ) 8th grade;

( ) 9th grade; ( ) 10th grade; ( ) 11th grade; ( ) 12th grade

5. Experience in this system:

( ) 0-1 year; ( ) 2-3 years; ( ) 4-7 years; ( ) 8-12 years

( ) more than 12 years

6. Total years of experience:

( ) less than 4 years; ( ) 4-8 years; ( ) 9-12 years; ( ) more than 12 years

7. Degree:

( ) No degree; ( ) BS or BA ( ) MS or MA ( ) work beyond MA

8. County _____

Appendix B.

Student Questionnarie

STUDENT BASIC SKILLS NEEDS ASSESSMENT

Circle one: Male or Female Grade 12

How well do you feel your school or the schools you have attended have prepared you to be able to do the following things:

Circle the number on the right which best describes how you feel:

	Very Well	Adequately	Not Well	Not Sure
1. Fill out a job or driver's license application or other forms	1	2	3	4
2. Write a business letter	1	2	3	4
3. Write a personal letter	1	2	3	4
4. Introduce one person to another	1	2	3	4
5. Make a long distance telephone call	1	2	3	4
6. Give a speech	1	2	3	4
7. Make a report	1	2	3	4
8. Read out loud with expression	1	2	3	4
9. Participate in a group discussion to find a solution to a problem	1	2	3	4
10. Participate in a conversation with people you don't know	1	2	3	4
11. Use the telephone directory to find a number	1	2	3	4
12. Use a dictionary	1	2	3	4
13. Read a road map	1	2	3	4
14. Read graphs, charts, tables	1	2	3	4
15. Read and follow directions	1	2	3	4
16. Read your textbooks	1	2	3	4
17. Read a newspaper	1	2	3	4
18. Figure out words you don't know	1	2	3	4
19. Enjoy reading as a pastime	1	2	3	4
20. Find information you need to solve a problem	1	2	3	4
21. Make correct change	1	2	3	4
22. Use a calculator	1	2	3	4
23. Add 3 or 4 numbers in your head	1	2	3	4
24. Estimate the answer to a math problem	1	2	3	4
25. Compute sales tax in your head	1	2	3	4
26. Add and subtract	1	2	3	4
27. Multiply and divide	1	2	3	4

Size of school: ( ) under 250 pupils ( ) 250-500 ( ) over 500

County _____

Appendix C.

Community Telephone Interview

SDE Basic Skills Needs Assessment
Spring, 1980

Interviewer: _____

Date: _____

1. ID# _____
2. Sex of respondent:
   (0) _____Male (1) _____Female
3. Community: _____

OPENING BY INTERVIEWER

Hello. Is this the _____ residence?
(last name)

(IF NO: The number I was calling is _____ and it was for the _____ residence).
(first and last name)

(IF WRONG NUMBER, TERMINATE WITH, I'm sorry to have bothered you).

This is _____ with the State Department of Education. The department
(interviewer's name)
is doing a State Wide Telephone Survey to see what the public thinks is being done in the schools in the area of basic skills. By basic skills we mean reading, mathematics, speaking and writing. SLIGHT PAUSE.

Before I begin, I need to determine which adult in your house I need to speak with.

How many adults (18 or older) live here? _____

How many of them are men? _____

Selection key version used: _____

I must interview the _____. (REPEAT OPENING).
(insert type)

The questions I need to ask should take about eleven minutes, but before starting them I want to mention that I would be happy to answer any questions you might have about the study either now or later. Okay?

(PROCEED WITH QUESTIONNAIRE)

Date	Time	Wats	Initials	Results	Code for Recalls

Abbreviations:

NA=No answer
NH=Not home
WR=Will return (when)
REF=Refused (when, why, at what point, M or F)

IC=Interview completed
PIC=Partially completed
WN=Wrong number
DISC=Disconnected

Code for recalls:
A=Respondent not selected
B=Respondent selected only
C=Have talked with respondent (give any helpful suggestions)

4. Do you have children in school at this time?

   (0) _____ Yes
   (1) _____ No (GO Q.8) (Use 8 only for no answers)

5. IF YES: Are your children (is your child) in public school or private school?

   (0) _____ Public
   (1) _____ Private (GO TO Q.8)

6. IF PUBLIC: In which school district do you live?

   (0) _____ County
   (1) _____ Separate Municipal
   (2) _____ Don't Know

7. What grade(s) are they in?

K	1	2	3	4	5	6	7	8	9	10	11	12
(00)	(01)	(02)	(03)	(04)	(05)	(06)	(07)	(08)	(09)	(10)	(11)	(12)

   (GO TO Q.9)

8. Could you tell me in which public school district you live?

   (0) _____ County
   (1) _____ Separate Municipal
   (2) _____ Don't Know

Public schools can teach many different subjects. For the next question, I am going to read several subjects and I'd like for you to tell me whether you consider them to be essential for all students or not too essential for all students.

	(0) Not Essential	(1) Essential		(2) Enough	(3) Not Enough	(4) NR
9.	_____	_____	mathematics	_____	_____	_____
10.	_____	_____	drug education	_____	_____	_____
11.	_____	_____	English grammar & composition	_____	_____	_____
12.	_____	_____	civics & government	_____	_____	_____
13.	_____	_____	history	_____	_____	_____
14.	_____	_____	science	_____	_____	_____
15.	_____	_____	geography	_____	_____	_____
16.	_____	_____	physical education	_____	_____	_____
17.	_____	_____	health	_____	_____	_____
18.	_____	_____	sex education	_____	_____	_____
19.	_____	_____	speech	_____	_____	_____
20.	_____	_____	reading	_____	_____	_____
21.	_____	_____	family living	_____	_____	_____

	(0) Not Essential	(1) Essential		(2) Enough	(3) Not Enough	(4) NR
22.	_____	_____	art	_____	_____	_____
23.	_____	_____	foreign language	_____	_____	_____
24.	_____	_____	music	_____	_____	_____

You've told me the ones you consider essential for all students. Of those you consider essential, will you tell me whether you feel schools are doing enough to prepare students or not enough to prepare students. (READ THROUGH "ESSENTIAL" LISTING. IF NONE LISTED AS "ESSENTIAL," GO TO Q.25). Educators consider the basic skills to include four main areas: reading, mathematics, speaking and writing. I am going to read out pairs of these basic skills and I would like for you to tell me which one of the two skills you think schools need to improve more.

25. (1) _____ speaking or (2) _____ writing
26. (1) _____ math or (2) _____ writing
27. (1) _____ speaking or (2) _____ reading
28. (1) _____ reading or (2) _____ writing
29. (1) _____ math or (2) _____ reading
30. (1) _____ speaking or (2) _____ math

31. Some students don't speak or write well. Do you believe it is caused by:
    (0) _____ poor instruction in school
    (1) _____ influences outside the school
    (2) _____ both
    (3) _____ (neither)

32. Do you feel that schools should teach subjects other than reading, writing, mathematics, and speaking?
    (0) _____ Yes
    (1) _____ No
    (2) _____ Don't know
    (3) _____ (no response)

The last set of questions that I would like to ask you deals with programs or classes that you might be interested in and your opinion of local school services.

33. Do you feel that there is a need for and that the community would benefit from the following adult services if they were offered by the school?

	Yes	No
1. Adult Basic Education - Basic Skills in Reading, Language, Mathematics. (This is basically for adults with less than an 8th grade education)	_____	_____

	Yes	No
2. GED Preparatory Classes (Classes which prepare adults to take the High School Equivalency Exam - GED)	_____	_____
3. Adult Vocational-Technical Training Classes. (classes which improve job-related skills - typing, welding, auto-mechanics)	_____	_____
4. Recreational and Leisure time activities utilizing existing school facilities. (Tennis, basketball, photography, etc.)	_____	_____
5. SELF - Improvement Activities (Parenting, family management, budget, problems, first aid).	_____	_____
6. Adult Awareness Programs (Crime Prevention, Alcohol and Drug Education, Mental Health Programs).	_____	_____
7. Cultural Activities (Concerts, Recitals, and other related activities).	_____	_____
8. Tutor Program (Materials and Assistance to aid parents in assisting their school-age children).	_____	_____

34. Considering all aspects of your local public schools, how satifies do you think the community is with your school? (please check one)

( ) A. Very Satisfied
( ) B. Satisfied
( ) C. Neither nor dissatisfied
( ) D. Dissatisfied
( ) E. Very dissatisfied

35. To what extent are community resources used to enrich the school curriculum?

( ) A. Fullest extent
( ) B. Moderate
( ) C. Some
( ) D. Very little
( ) E. None

36. Have most students that you know who have dropped out of school done so primarily because?

_____ a. They have found school boring.
_____ b. They were failing in school.
_____ c. Of financial reasons.
_____ d. They got into trouble with teachers or principals.

CLOSING BY INTERVIEWER

That finishes the questions that I wanted to ask you. Do you have any at this time that you would like to ask me? IF NO: Thank you so much for giving us your time and opinions. Good-bye.

Appendix D.

Community Responses to Adult Education Programs

Table D1.

Community Responses to Adult Education Programs

Do you feel that there is a need for and that the community would benefit from the following adult services if they were offered by the school?

	Yes	No	Don't Know
1. Adult Basic Education	59.6%	35.9%	4.5%
2. GED Preparatory Classes	58.0%	37.1%	4.9%
3. Adult Vocational-Training Classes	57.6%	38.0%	4.5%
4. Recreational and Leisure time activities utilizing existing school facilities	53.5%	41.6%	4.9%
5. SELF - Improvement Activities	55.9%	38.8%	5.3%
6. Adult Awareness Programs	58.8%	36.7%	4.5%
7. Cultural Activities	50.2%	44.5%	5.3%
8. Tutor Program	60.4%	33.5%	6.1%

Sample size = 245

Appendix E.

Paired-Comparison of Basic Skills Data

Calculation of Paired-Comparisons Scales

This brief appendix describes the methodology used in the calculation of the scale scores for the paired-subject comparisons obtained in the community and T/P/S surveys. Each comparison of $area_i$ with $area_j$ yields a percentage selecting one area (or subject) over the other (e.g., the percentage choosing "math" over "reading"). These percentages are then formed into a matrix. The entries are transformed into z-scores using a standard normal table. Column totals of z scores are obtained and average column (i.e., subject area) scores are computed. These scores show the rankings of the areas as compared to one another with the areas having lower scores being those less in need of programmatic attention. The higher the positive score, the more emphasis is thought to be needed in that area (see Guilford, 1954).

Calculations for the four respondent types are given in the following tables (E1 - E4).

Table E1.

Paired-Comparison Calculations for Community Sample (n=245)

Basic Skill Subject Pairs
(% responding in each comparison)

Speaking (41.8%)	vs.	Writing (58.2%)
Math (72.9%)	vs.	Writing (27.1%)
Speaking (18.8%)	vs.	Reading (81.3%)
Reading (80.3%)	vs.	Writing (19.7%)
Math (43.6%)	vs.	Reading (56.4%)
Speaking (32.4%)	vs.	Math (68.6%)

Proportion Matrix
(z - scores in parenthesis)

	Speaking	Math	Reading	Writing
Speaking	-- (0)	.686 (.5)	.813 (.88)	.582 (.20)
Math	.324 (-.50)	-- (0)	.564 (.15)	.271 (-.61)
Reading	.188 (-.88)	.436 (-.15)	-- (0)	.197 (-.84)
Writing	.418 (-.20)	.729 (.61)	.803 (.84)	-- (0)
Column Sums:	-1.58	0.96	1.87	-1.25
Average:	-.4	0.24	0.47	-0.31
Scale Score:	0.0	0.64	0.87	0.09
Priority:	4	2	1	3

Table E2.

Paired-Comparison Calculations for Teacher Sample (n=1,670)

Basic Skill Subject Pairs
(% responding in each comparison)

Speaking (20.9%)	vs.	Writing (79.1%)
Math (46.1%)	vs.	Writing (53.9%)
Speaking (10.9%)	vs.	Reading (89.1%)
Reading (72.3%)	vs.	Writing (27.7%)
Math (15.1%)	vs.	Reading (84.9%)
Speaking (36.7%)	vs.	Math (63.3%)

Proportion Matrix
(z - scores in parenthesis)

	Speaking	Math	Reading	Writing
Speaking	-- (0)	.633 (.33)	.891 (1.23)	.791 (.81)
Math	.367 (-.33)	-- (0)	.849 (1.04)	.539 (.1)
Reading	.109 (-1.23)	.151 (-1.04)	-- (0)	.277 (-.58)
Writing	.209 (-.81)	.461 (-.1)	.723 (.58)	-- (0)
Column Sums:	-2.37	-.81	2.85	0.33
Average:	-.59	-.2	0.71	0.08
Scale Score:	0.0	0.39	1.30	0.51
Priority:	4	3	1	2

Table E3.

Paired-Comparison Calculations for Principal Sample (n=63)

Basic Skill Subject Pairs
(% responding in each comparison)

Speaking (18.0%)	vs.	Writing (82.0%)
Math (36.1%)	vs.	Writing (63.9%)
Speaking (17.7%)	vs.	Reading (82.3%)
Reading (72.1%)	vs.	Writing (27.9%)
Math (21.3%)	vs.	Reading (78.7%)
Speaking (35.0%)	vs.	Math (65.0%)

Proportion Matrix
(z - scores in parenthesis)

	Speaking	Math	Reading	Writing
Speaking	-- (0)	.65 (.39)	.823 (.92)	.82 (.92)
Math	.35 (-.39)	-- (0)	.787 (.81)	.639 (.36)
Reading	.177 (-.92)	.213 (-.81)	-- (0)	.279 (-.58)
Writing	.81 (-.92)	.361 (-.36)	.721 (.58)	-- (0)
Column Sums:	-2.23	-.18	2.31	0.70
Average:	-.56	-.20	0.58	0.18
Scale Score:	0.0	0.36	1.14	0.74
Priority:	4	3	1	2

Table E4.

Paired-Comparison Calculations for Superientdent (n=99)

Basic Skill Subject Pairs
(% responding in each comparison)

Speaking (26.6%)	vs.	Writing (73.4%)
Math (57.9%)	vs.	Writing (42.1%)
Speaking (11.7%)	vs.	Reading (88.3%)
Reading (82.8%)	vs.	Writing (17.2%)
Math (18.9%)	vs.	Reading (81.1%)
Speaking (36.2%)	vs.	Math (63.8%)

Proportion Matrix
(z - scores in parenthesis)

	Speaking	Math	Reading	Writing
Speaking	-- (0)	.638 (.36)	.883 (1.23)	.734 (.61)
Math	.362 (-.36)	-- (0)	.881 (.88)	.421 (-.20)
Reading	.117 (-1.23)	.189 (-.88)	-- (0)	.172 (-.95)
Writing	.266 (-.61)	.579 (.20)	.828 (.95)	-- (0)
Column Sums:	-2.20	-.32	3.06	-.54
Average:	-.55	-.08	0.77	-.14
Scale Score:	0.0	-.47	1.32	0.41
Priority:	4	2	1	3

Appendix F.

Counties Included in Study

Table F1.

Mississippi Counties Included in SDE/BSNA

Adams	Humphreys	Perry
Amite	Issaquena	Pike
Attala	Jackson	Quitman
Bolivar	Jasper	Rankin
Calhoun	Jefferson	Scott
Carroll	Jefferson Davis	Sharkey
Clairborne	Jones	Simpson
Clarke	Lafayette	Smith
Coahoma	Lamar	Stone
Copiah	Lauderdale	Sunflower
Covington	Lawrence	Tallahatchie
DeSoto	Leake	Tate
Forrest	Leflore	Tunica
Franklin	Lincoln	Waithall
George	Madison	Warren
Greene	Marion	Washington
Grenada	Montgomery	Wayne
Hancock	Neshoba	Wilkinson
Harrison	Newton	Yalobusha
Hinds	Panola	Yazoo
Holmes	Pearl River	